

# CCI 650: SOCIAL MEDIA, TECHNOLOGY & SOCIETY (final)

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## COURSE OVERVIEW

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**Instructor: Dr. Carolyn Hank**

Office: 420B Communications Building  
Office hours: Thursday from 3:00 until 4:00, and  
by appointment (in-person or by phone)

Email: [chank@utk.edu](mailto:chank@utk.edu)  
Office Phone: 865-974-4049  
Text (preferred): 865-242-7170

**Course Timeline**

Class regularly meets Thursdays, **11:10 am to 1:55 pm** in the Communications Building, Room 264.

There will be a total of 13 face-to-face class sessions. Some notes on specific class dates:

- Class doesn't meet Feb. 25th (use this time to work on assignments) or Mar. 17th (Spring Break)
- Class on March 31st will involve participation in CCI's Social Media Week (see Session 9 in *Course Outline* section of syllabus)
- Our last day of regularly scheduled class is April 28th

**Course Description**

This course explores social media's influence on society, organizations, and individuals. It discusses the enabling technologies which encompass a wide variety of formats and which allow users to easily cross platforms. The theories and methods used to study social media are critically analyzed and discussed.

[Registration Restriction(s): Minimum student level – graduate.]

**Learning Outcomes<sup>1</sup>**

At the end of this course, students will be able to:

1. Explain and apply core theories within their area of concentration (i.e., advertising, communication studies, information sciences, journalism and electronic media, and public relations).
2. Explain and apply quantitative and/or qualitative research methods.
3. Be productive in advancing knowledge in the communication and information fields, and demonstrate an interdisciplinary approach to research.

**Course Topics**

This course adopts a learning community approach, including graduate students at the master- and doctoral-level. Thus, members are interested in social media for a variety of reasons and have a variety of professional goals. While we will establish a general foundation of common knowledge together around the **topics listed below**, this class will also allow you to follow *your own research interests* and offer flexibility for the class, as a whole, to explore social media-related topic areas that emerge in class discussions and other activities. As a result, you will be exposed to a breadth of topics reflecting diverse social media research and practice areas, including:

- Definitions of social media, social networking sites (SNSs) and Web 2.0
- History of social media development and adoption
- Social media impact on communication and information behaviors and outcomes
- Information policies concerning social media use
- Ethics concerning social media use and communication, and social media research
- Social media research design and evaluation

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<sup>1</sup> This course supports learning objectives 1, 2 and 3 for the PH.D. in Communication and Information

## Course Readings, Activities and Expectations

This is a seminar course that adopts a learning community approach, characterized by collaborative, and active learning. To achieve success, students will (1) take advantage of the opportunity to pursue their own interests; and (2) actively engage in class through common “readings,” the weekly class discussions, and other joint activities. Required readings (or viewings, for moving image resources) will be listed in the **Course Outline** section of this syllabus, as well as in the respective “Session Folders” on the Blackboard Learn class website. **BE AWARE:** Readings will be added to the Session Folders throughout the semester, as interests and topics among our learning community members emerge. Any readings expected to be completed before a particular class session will be posted AT LEAST ONE WEEK before the respective class session. Be sure to check Blackboard Learn frequently for updates. ***You are also expected to read, in their entirety, the two class required “texts,” listed immediately below before the end of the semester.*** Some chapters/articles are assigned in the Course Outline. You are expected to read ALL chapters/articles by the end of the semester, to inform class discussions and your own work, even if not EXPLICITLY assigned in the Course Outline.

There **is a required textbook** and **required journal special issue for** this course:

Kozinets, R. (2015). *Netnography: Redefined* (2nd. ed.). London: Sage Publications.

*Journal of Technology in Human Services*, 30(3/4). (Available via UTK Libraries)

Readings and viewings listed in the **Course Outline** section of the syllabus and Blackboard Learn Session Folders are available through a number of channels, including: (1) on the open Web and (2) the University of Tennessee Libraries, unless otherwise noted in the **Course Outline**. If you have any challenges accessing these readings, please let the professor know as soon as possible. It is assumed, however, **before contacting the professor**, that: (1) you have already contacted a library staff member if it is an issue with accessing a resource listed to the library catalog or contained within a library-licensed database, and (2) you have looked at the respective Blackboard Learn Session Folder to see if any links are provided there. Be sure to orient yourself to using library resources at the University. For example, consult the Library Resources for Graduate Students webpage: <http://www.lib.utk.edu/info/grad/>

Also, please note that resources shared or shown in class, including lecture slides, class activities and other handouts, will be made available in the respective Session Folder on Blackboard Learn. Because of the diversity of preferences for making use of information, materials are available in multiple formats, e.g., PPT and PDF (though be aware content across these two files is the same; it is just presented in multiple formats to satisfy students’ individual preferences).

## Assignments and Evaluation

To accommodate varied individual interests and student-driven learning goals, a variety of assignments are provided on which your final grade will be based, allowing flexibility in choosing amongst assignments. One series of assignments is mandatory (**see Table 1 on the next page**). These assignments account for 50% of your final grade. **Table 2** lists the other assignment options from which to choose, accounting for the remaining 50%. Note that these options represent a “cumulative” outcome, and may be comprised of several smaller assignments to arrive at the final product.

You may choose to **complete select assignments from Table 1 and 2 as an individual, a pair or a small group** (between 3 and 5 persons) – for any assignment indicated by an asterisk. Further, a specific assignment in Table 2 is only intended as a group assignment (see double asterisk). **Be aware:** For group work, the same grade will be assigned to all group members UNLESS special circumstances demand otherwise. You are **responsible** for communicating with the instructor if concerns arise impacting the completion of your group work. Inform the instructor by **February 4, 2016** which approach you choose

to take from Table 2 (this may be done via email, but will be best facilitated through a face-to-face meeting).

See the **Assignments** section of Blackboard Learn for additional information, including instructions and rubrics when appropriate.

**Table 1: Mandatory Assignments (50% of final grade)**

Assignment	Due Date (mm/dd/yyyy)	Percent of Grade	Maximum Points Possible
Ethics Certification	02/04/2016	5%	5 pts
Social Media/SNS Application OR Data Analytic Tool Assessment and Demo*	03/10/2016	20%	20 pts
Book or Article Review	03/24/16	15%	15 pts
Class Participation	On-Going	10%	10 pts
<b>TOTAL</b>		50%	50 pts

**Table 2: Other Assignments (50% of final grade)**

Assignment	Due Date (mm/dd/yyyy)	Percent of Grade	Maximum Points Possible
Literature Review	Varies	50%	50 pts
Content Analysis Project ** (entails IRB, sampling, data collection and analysis)	Varies	50%	50 pts
Research Proposal * (entails, problem statement, literature review, and research design, including planned analysis)	05/05/2016	50%	50 pts
Independent Research Project (Customized class project aligned with student's particular research and academic needs; must be approved by instructor)	Varies	50%	50 pts
<b>TOTAL</b>		50%	50 pts

The grade scale to be used in calculating your final letter grade for the course is as follows:

<b>A</b>	<b>93-100 pts</b>	Superior performance (4 quality points per semester hour)
<b>B+</b>	<b>85-92 pts</b>	Better than satisfactory performance (3.5 quality points)
<b>B</b>	<b>80-84 pts</b>	Satisfactory performance (3 quality points)
<b>C+</b>	<b>75-79 pts</b>	Less than satisfactory performance (2.5 quality points)
<b>C</b>	<b>70-74 pts</b>	Performance well below the standard expected of graduate students (2 quality points)
<b>D</b>	<b>60-69 pts</b>	Clearly unsatisfactory performance and cannot be used to satisfy degree requirements (1 quality point)
<b>F</b>	<b>0-59 pts</b>	Extremely unsatisfactory performance and cannot be used to satisfy degree requirements (0 quality points)

### ***Incompletes***

Be aware, based on University of Tennessee-Knoxville and SIS policy, a grade of **I (Incomplete)** is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to ensure sufficient time to complete the required work. ***(All assignment instructions are provided at the start of the semester to help you in managing your workload; this includes questions from the take-home final exam).*** For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted. For your information, more detail on an I (Incomplete) is provided below:

**I (Inc.):** A temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record. (No quality points)

## **Class Conduct and Policies**

### **SIS & Tennessee Policy Statements**

*In addition to the policies and guidelines **detailed below**, you should also refer to the Campus Syllabus, prepared by the University Provost for a summary of key policy statements and related links. The Campus Syllabus is provided on page 8 of this syllabus.*

### Academic Integrity and Honesty

The School and University values academic integrity. Plagiarism in any of its several forms is intolerable, and attention to appropriate and required citation in written work is expected and required. (More information on citation style is described later in this section, under **Class Policy Statements: Assignments and Evaluation**). Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses. *Specific examples of plagiarism are:*

1. Copying written or spoken words, phrases, or sentences from any source without proper documentation (e.g., quotation marks and a citation);
2. Summarizing without proper documentation ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult a librarian, the instructor or a guide for writing research reports.

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.**

Each student's work is to be the product of his/her own study and/or research, not a joint effort of any sort **unless the instructor gives explicit permission or implicit, such as for group assignments or collaborations**. The UTK Honor Statement, adopted in 1987, and subscribed to *de facto* by all entering students reads in part: "*An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.*" (For more academic policies and procedures, including the Honor Statement, see: <http://catalog.utk.edu/content.php?catoid=1&navoid=156>).

### Students with Disabilities

Please be aware that for any accommodations to be made, students with disabilities **must be registered** with the Office of Disability Services, 2227 Dunford Hall, Knoxville, TN 37996-4020. If you have a disability, but have not contacted the Office of Disability Services, please call (865) 974-6087 or email [ods@utk.edu](mailto:ods@utk.edu) to inquire about the registration procedure. If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary.

### Diversity and Participation

The University, College and School recognize and value diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. An essential component of your learning experience will come from the contributions of your fellow students. In order for everyone to feel comfortable sharing their opinions and thoughts, we must show each other respect and courtesy. We will not judge each other based on gender, race, ethnicity, religion (or lack thereof), age, sexuality, physical ability, political and ideological beliefs, or any other difference in our classroom.

### **Class Policy Statements**

#### Assignments and Evaluation

- Whenever you use the words or ideas of others, these should be properly quoted and cited. For in-text citations and reference lists for your written work, **this instructor's preference** is for students to adopt the style conventions of the ***Publication Manual of the American Psychological Association (APA), 6th Edition***, and use it consistently. Citation for preferred source: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Be sure to turn in written assignments on time, as listed in this syllabus or as determined in advance by you and the instructor.
- I do not accept late written assignments. There are, however, very limited exceptions determined on a case-by-case basis. If you will be late with submitting an assignment or if you will miss a class session where you will be presenting as part of an assignment, it is your responsibility to contact me **ASAP**, in advance of the date the assignment is due (when possible). I reserve the right to dock students points for any marked assignments etc. for which s/he may be given permission to submit late, though again, such an opportunity is not

guaranteed but determined based on the circumstance in which the assignment is late or presentation is missed.

- Please note that any questions concerning the grading scale or any specific grade you receive should be discussed first with this instructor. If you remain dissatisfied, then you may refer to the Grade Appeal Procedures. (For more academic policies and procedures, including Grade Appeal Procedures, see: <http://catalog.utk.edu/content.php?catoid=1&navoid=156>).
- After receiving your assignments, I make every effort to return your graded assignments within two weeks, though this is not a guarantee. Be aware it may take up to three weeks or more for grading to be completed. I only share marks with students once all of the grades have been assigned for every member of the class.
- Your grades for each assignment will either be returned to you in class and/or posted to Blackboard's **Grade Center**.

### Communicating via Email and Other Channels

- In line with University policy, any official email sent to students will be addressed to their UTK email address. It is the student's responsibility to ensure that time critical e-mail is accessed, read, and acted upon in a timely fashion. Please be advised that I send class-related emails to your UTK email account throughout the semester, including class business and logistical issues, instructions or tips for graded assignments, in-class activities, and other class-related business. Please be sure to check your email frequently.
- Communications sent by my **Graduate Teaching Assistant, Janelle Cleaves**, on my behalf also constitute class-related emails. Be sure to also act upon any such communications in a timely fashion.
- If you have any questions, concerns, or other topics you would like to discuss, you are welcome to contact me via phone or email to arrange a time to meet, either in-person, via, FaceTime or the phone. I strive to accommodate all meeting requests in a timely fashion
- Please be aware that I respond to all email and phone messages **within 72 hours** after receipt of the message. In the event other activities prevent me from responding within 72 hours, such as travel, I will send a message to the class listserv informing you of the duration of my temporary unavailability. If you have an urgent problem, the best way to get in touch with me is via email; be emphatic in the subject line of the emergency message that you need a response ASAP. You are welcome to also flag the message (e.g., red flag for "urgent").
- While you are welcome to use the Discussion Board on Blackboard, be aware questions for me to which you need a response should be communicated via email (or during/after class). I read the Discussion Board, but less frequently than I access my email in-box.

### Class Participation

Class participation is a much valued aspect of this course. Discussions on class-related materials and business, whether they take place in the class or outside of class (e.g., via the discussion board on Blackboard), should be conducted in a respectful manner, in line with the University Civility Statement (see the Campus Syllabus on page 8). Specifically:

- Be considerate of your classmates by arriving to class *on time*.
- Be considerate of your classmates by participating fully in class-related activities.
- Be prepared for each class by completing the assigned reading(s)/viewing(s), enabling you to ask questions and participate in class discussions and activities.
- Be an active and positive participant in class discussion (and again, whether these discussions take place during class or on Blackboard).
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### Class Attendance and Cancellation

- Class attendance is EXPECTED. **Contact me as soon as possible if you cannot attend class.**
- Inability to attend class on a date an assignment is due does not excuse you from submitting the assignment on time. Be sure to contact me and coordinate how the assignment will be submitted (e.g., via email attachment). If you miss a class you must also review any materials posted to the class session folder on Blackboard. You should also contact classmates or me to receive additional guidance on the missed content.
- Examples of *acceptable reasons for absence from class* include: (1) illness; (2) serious family emergencies; (3) special curricular or job requirements (e.g., judging trips, field trips, professional conferences); (4) participation in official university activities such as music performances, athletic competition or debate; (5) military obligation, (6) religious holidays; and (7) obligations for court imposed legal obligations (i.e., jury duty, subpoena).
- Even if it is an acceptable reason, remember to contact me as soon as reasonably possible.
- While unexcused class absences or excessive excused absences are not a factor, at this time, in determining your final grade, I reserve the right to reconsider attendance as a factor if a pattern of irregular attendance occurs.
- Should it be necessary to **cancel a class meeting**, every effort will be taken to do so in advance. Look for e-mail announcements sent by me or my Graduate Teaching Assistant via Blackboard.

### Other Policies

The class policies listed above are not exhaustive. Specifically, in terms of conduct, both within and outside the classroom, students are encouraged to review any related academic policies and procedures (see: <http://catalog.utk.edu/content.php?catoid=1&navoid=156>).

### **Disclaimer**

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change. Be sure to review the Session Folders on Blackboard Learn for the complete list of “readings” for all class sessions (to be posted at least ONE WEEK in advance of the respective session). The syllabus will be updated and posted to Blackboard Learn as changes are made.

*Dear Student,*

*The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.*

*I wish you the best for a successful and productive semester.*

*Provost Susan Martin*



### **UNIVERSITY CIVILITY STATEMENT**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

### **ACADEMIC INTEGRITY**

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

### **DISABILITIES THAT CONSTRAIN LEARNING**

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

### **YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT**

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

### **KEY RESOURCES FOR STUDENTS:**

- Undergraduate Catalogs: <http://catalog.utk.edu> (Listing of academic programs, courses, and policies)
- Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=2>
- Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: [https://bannersb.utk.edu/kbanpr/bwckschd.p\\_disp\\_dyn\\_sched](https://bannersb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched) (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE-A-VOL job search system)



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## COURSE OUTLINE

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### **GUIDANCE FOR USING COURSE OUTLINE:**

**The following information MAY BE provided for each scheduled session:**

**Objectives:** Listed here are the main topics and learning goals for the respective session. To aid in class preparation, review before completing that session's assigned readings. However **be aware**, as this is a discussion-driven, seminar course, we may not cover topics in the respective session as listed in this outline. We WILL cover all topics by the end of the semester, but I reserve the right to allow discussions in class on other relevant topics and current events introduced by students to supersede instructor-planned topical discussions. Also listed here are presentation schedules for any marked assignments with a presentation component.

**Required:** You are expected to complete the reading(s) listed here **before the start** of the respective session, and be prepared to apply these materials to class discussions as well as course assignments. Remember to look at the respective session folder on Blackboard as links to harder-to-find readings may be located there. Be aware that some readings are **duplicated**; that is, they are listed to two sessions. This is intended and not accidental. The reason for such duplication is that, depending on the topical area, our interpretation and application of influential readings may be different. It also allows for more intensive treatment of the readings in our discussions.

**Optional:** Optional readings may be listed for class sessions. These readings are not required though you may find it useful to review these as the readings may be informative to your respective research and professional practice areas.

**Other Activities:** Listed here are activities to be completed before, during or after class that day. Be prepared to participate as an active member of our class learning community.

**Assignment Due:** Due dates for Table 1 assignments (see page 3) are indicated here. Due dates for the assignment "path" you select from Table 2 will vary, based on the individual schedule of completion determined by you and the instructor. However **all work** for the course, including final project outputs for Table 2 assignments **MUST BE** submitted on/by May 5, 2016.

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### SESSION 0, JANUARY 14, 2016: ETHICS CERTIFICATION

**\*\*\* WE DO NOT MEET TODAY \*\*\***

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Understand ethical requirements and conventions for doing human subjects research.</li> </ul>
<b>Required</b>	<ul style="list-style-type: none"> <li>Complete Ethics Certification assignment (see instructions on Blackboard Learn)</li> </ul>
<b>Assignment Due</b>	<ul style="list-style-type: none"> <li>Ethics Certification due on/by February 4<sup>th</sup> (submit to Blackboard Learn)</li> </ul>

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### SESSION 1: JANUARY 21, 2016: COURSE OVERVIEW

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Review draft syllabus and identify course objectives and expectations.</li> <li>Review other course materials, including course assignments.</li> <li>Discuss and identify topics and content areas of interest among class members.</li> </ul>
<b>Required (Post-Class)</b>	<ul style="list-style-type: none"> <li>Review draft class syllabus (be aware that syllabus will be finalized as the semester progresses and topic areas develop from class discussions).</li> <li>Consider assignment selections among options listed in draft syllabus.</li> <li>Reflect on research areas in your own major area of study (ADV/PR, COMM, JEM, &amp; IS).</li> </ul>
<b>Assignment Due</b>	<ul style="list-style-type: none"> <li>None, but Ethics Certification due on/by February 4<sup>th</sup>.</li> </ul>

**SESSION 2, JANUARY 28, 2016: RESEARCH QUESTIONS IN SOCIAL MEDIA**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Discuss importance and goals of research; nature of scientific inquiry; and basic concepts in conducting quantitative, qualitative and mixed-methods research. (<i>Note: This is intended as a research refresher for shared understanding among the class.</i>)</li> <li>Explore research questions and hypotheses in social media research. (<i>Note: it is expected that students be ready to share ideas from their respective majors of study.</i>)</li> </ul>
<b>Required</b>	<ul style="list-style-type: none"> <li>Kozinets (2015). <i>Introduction</i> (pp. 1-22).</li> <li>Bredl, K., Hunniger, J., &amp; Jensen, J.L. (2012). Methods for analyzing social media: Introduction to the special issue. <i>Journal of Technology in Human Services, 30</i>(3-4). pp. 141-144. doi: 10.1080/15228835.2012.750218</li> <li>Twitter. (2015, May 18). <a href="https://twitter.com/tos?lang=en">Terms of Service</a>. Retrieved from <a href="https://twitter.com/tos?lang=en">https://twitter.com/tos?lang=en</a>. (<i>Also review/skim other policies linked to in Terms of Service document.</i>)</li> </ul>
<b>Optional</b>	<ul style="list-style-type: none"> <li>Begin to select and explore readings from your required text [Kozinets] and the required journal special issue [<i>Journal of Technology in Human Services, 30</i>(3/4)] to inform your assignment selections and approaches.</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>Discuss and develop a Social Media and Communication Policy for the class</li> </ul>
<b>Assignment Due</b>	<ul style="list-style-type: none"> <li>None BUT be sure to review and begin to make your selection of assignments to complete (Table 2 on page 3 of syllabus).</li> </ul>

**SESSION 3, FEBRUARY 4, 2016: WEB 2.0, SOCIAL MEDIA AND SOCIAL NETWORKS**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Discuss the emergence of Web 2.0 enabling technologies.</li> <li>Define and distinguish between social media and social networking sites (SNS).</li> <li>Discuss three theoretical approaches to social media research: social networks, social capital and community informatics</li> </ul>
<b>Required</b>	<ul style="list-style-type: none"> <li>Beer, D. (2008). Social networking sites ... revisiting the story so far: A response to danah boyd &amp; Nicole Ellison. <i>Journal of Computer-Mediated Communication, 13</i>(2), 210-230. doi: 10.1111/j.1083-6101.2008.00408.x</li> <li>boyd, d.m., &amp; Ellison, N.B. (2008). Social network sites: Definition, history and scholarship. <i>Journal of Computer-Mediated Communication, 13</i>(1), 210-230. doi: 10.1111/j.1083-6101.2007.00393.x</li> <li>Kozinets (2015). <i>Networked sociality</i> (pp. 23-52).</li> <li>Granovetter, M.S. (1973). The strength of weak ties. <i>American Journal of Sociology, 78</i>(6), 1360-1380. (Available via JSTOR).</li> <li>Williams, K., &amp; Durrance, J.C. (2008). Social networks and social capital: Rethinking theory in community informatics. <i>Journal of Community Informatics, 4</i>(3). Retrieved from <a href="http://ci-journal.net/index.php/ciej/article/view/465/430">http://ci-journal.net/index.php/ciej/article/view/465/430</a></li> </ul>
<b>Optional</b>	<ul style="list-style-type: none"> <li>Gruzd, A., &amp; Wellman, B. (2014). Networked influence in social media: Introduction to special issue. <i>American Behavioral Scientist, 58</i>(10), 1251-1259. doi: 10.1177/0002764214527087 (<i>Note: Be aware select articles from the special issue are assigned in a future session.</i>)</li> </ul>
<b>Assignment Due</b>	<ul style="list-style-type: none"> <li>Ethics Certification due</li> </ul>

**SESSION 4, FEBRUARY 11, 2016: TRENDS IN ADOPTION AND USE**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify and explore various types of commonly used social media and SNS.</li> <li>Understand current trends in social media and SNS adoption, including motivations, preferences, and practices.</li> <li>Identify common research approaches and theoretical frameworks for investigating these trends. (<i>Continued on Next Page</i>)</li> </ul>
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**SESSION 4, FEB. 11, 2016: TRENDS IN ADOPTION AND USE, CONTINUED**

<b>Required</b>	<ul style="list-style-type: none"> <li>Giglietto, F., Rossi, L, &amp; Bennato, D. (2012). The open laboratory: Limits and possibilities of using Facebook, Twitter and YouTube as a research data source. <i>Journal of Technology in Human Services</i>, 30(3-4), 145-159. doi: 10.1080/15228835.2012.743797</li> <li>Kozinets (2015). <i>Researching networked sociality</i> (pp. 53-77).</li> <li>Kozinets (2015). <i>Netnography redefined</i> (pp. 79-100).</li> <li>Perrin, A. (2015, October 8). <i>Social media usage: 2005-2015</i>. Pew Research Center. Retrieved from <a href="http://www.pewinternet.org/files/2015/10/PI_2015-10-08_Social-Networking-Usage-2005-2015_FINAL.pdf">http://www.pewinternet.org/files/2015/10/PI_2015-10-08_Social-Networking-Usage-2005-2015_FINAL.pdf</a></li> </ul>
<b>Optional</b>	<ul style="list-style-type: none"> <li>Groggins, S. &amp; Petekovic, E. (2014). Connecting theory to social technology platforms: A framework for measuring influence in context. <i>American Behavioral Scientist</i>, 58(10), 1376-1392. doi:10.1177/0002764214527093</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>Discuss upcoming assignment on demonstration and assessment of social media and SNS application and use</li> </ul>

**SESSION 5, FEB. 18, 2016: CONTINUED DISCUSSIONS IN TRENDS IN ADOPTION AND USE**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Continue to explore various types of commonly used social media and SNS applications.</li> <li>Understand current trends in social media and SNS adoption, including motivations, preferences, and practices.</li> <li>Identify common research approaches and theoretical frameworks for investigating these trends, focusing on diffusion of innovation theory, collapsed contexts, and dual relationships.</li> </ul>
<b>Required</b>	<ul style="list-style-type: none"> <li>Rogers, E. (1995). Elements of diffusion. In <i>Diffusion of Innovations</i>, 4th ed. (pp. 1-37). NY: Macmillan. [Chapter PDF available on Blackboard Learn, under session 5 folder]</li> <li>Continue to select and explore readings from your required text [Kozinets] and the required journal special issue [<i>Journal of Technology in Human Services</i>, 30(3/4)].</li> </ul>
<b>Optional</b>	<ul style="list-style-type: none"> <li>Catch up on earlier optional readings provided in Session 1, 2, 3 and 4</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>Continue discussing upcoming assignment on demonstration and assessment of social media and SNS application and use</li> </ul>

**FYI: FEBRUARY 25, 2016: NO CLASS**  
**\*\*\* WE WILL NOT MEET TODAY \*\*\***

- Class will not meet today; instead use this time to work on assignments, particularly the Social Media/SNS Application OR Data Analytic Tool Assessment and Demo assignment (due March 10, 2016)

**SESSION 6, MARCH 3, 2016: REVIEW OF SELECT THEORETICAL FRAMEWORKS**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Continue to identify, review and discuss common research approaches and theoretical frameworks for investigating social media diffusion</li> <li>This includes review of diffusion of innovation theory, collapsed contexts, and introduction of use and gratification theory and Goffman's presentation of self in everyday life.</li> </ul>
<b>Required</b>	<ul style="list-style-type: none"> <li>Hogan, B. (2010). The presentation of self in the age of social media: Distinguishing performances and exhibitions online. <i>Bulletin of Science, Technology and Society</i>, 30(6), 377-386. doi: 10.1177/0270467610385893.</li> <li>Quan-Haase, A., &amp; Young, A.L. (2010). User and gratifications of social media: A comparison of Facebook and instant messaging. <i>Bulletin of Science, Technology and Society</i>, 30(5), 350-361. doi: 10.1177/0270467610380009. <b>(Continued on Next Page)</b></li> </ul>

<b>SESSION 6, MARCH 3, 2016: REVIEW OF SELECT THEORETICAL FRAMEWORKS, CONTINUED</b>	
<b>Required</b>	<ul style="list-style-type: none"> <li>Hogan, B. (2010). The presentation of self in the age of social media: Distinguishing performances and exhibitions online. <i>Bulletin of Science, Technology and Society</i>, 30(6), 377-386. doi: 10.1177/0270467610385893.</li> <li>Quan-Haase, A., &amp; Young, A.L. (2010). User and gratifications of social media: A comparison of Facebook and instant messaging. <i>Bulletin of Science, Technology and Society</i>, 30(5), 350-361. doi: 10.1177/0270467610380009.</li> <li>Rogers, E. (1995). Elements of diffusion. In <i>Diffusion of Innovations</i>, 4th ed. (pp. 1-37). NY: Macmillan. (Chapter PDF available on Blackboard Learn, including under <b>session 5</b> folder where initially assigned)</li> <li>[Review]: Kozinets (2015). <i>Networked sociality</i> (pp. 23-52). (Note: Initially assigned in Session 3).</li> <li>Continue to select and explore readings from your required text [Kozinets] and the required journal special issue [<i>Journal of Technology in Human Services</i>, 30(3/4)].</li> </ul>
<b>Optional</b>	<ul style="list-style-type: none"> <li>Vitak, J. (2012). The impact of context collapse and privacy on social network site disclosures. <i>Journal of Broadcasting and Electronic Media</i>, 56(4), 451-470. doi: 10.1080/08838151.2012.732140.</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>Discuss upcoming Book or Article Review assignment (due March 24th, including class presentation component).</li> </ul>

<b>SESSION 7, MARCH 10, 2016: CLASS DEMONSTRATIONS</b>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Social Media/SNS Application OR Data Analytic Tool Assessment and Demo. All students are expected to present (whether as individuals or in small groups)</li> </ul>
<b>Required</b>	<ul style="list-style-type: none"> <li>None, but continue to select and explore readings from your required text [Kozinets] and the required journal special issue [<i>Journal of Technology in Human Services</i>, 30(3/4)].</li> </ul>
<b>Optional</b>	<ul style="list-style-type: none"> <li>Catch up on earlier optional readings provided in Session 6 (if needed)</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>We will continue discussions from previous week (theoretical frameworks) as time allows.</li> </ul>

**FYI: MARCH 17, 2016: NO CLASS**  
**\*\*\* SPRING BREAK \*\*\***

<b>SESSION 8, MARCH 24, 2016: CLASS DEMONSTRATIONS</b>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Continue to present and discuss Social Media/SNS Application OR Data Analytic Tool Assessment and Demo. All students are expected to present (whether as individuals or in small groups)</li> </ul>
<b>Required</b>	<ul style="list-style-type: none"> <li>None, but continue to select and explore readings from your required text [Kozinets] and the required journal special issue [<i>Journal of Technology in Human Services</i>, 30(3/4)].</li> </ul>
<b>Optional</b>	<ul style="list-style-type: none"> <li>Catch up on earlier optional readings provided in Session 6 (if needed)</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>We will continue discussions from previous week (theoretical frameworks) as time allows.</li> </ul>

### SESSION 9, MARCH 31, 2016: SOCIAL MEDIA WEEK 2016

<b>Objectives/ Logistics</b>	<ul style="list-style-type: none"> <li>Engage in research and with researchers through participation in CCI's <a href="#">Social Media Week (SMW) 2016</a>.</li> <li>Be aware there is a change in class meeting times and locations for this session. See the Blackboard Learn Session Folder for updated times/meeting locations.</li> </ul>
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>No specific readings for this session; however, there are required class activities, both before and after class (see Other Class Activities below).</li> <li>Continue to select and explore readings from your required text [Kozinets] and the required journal special issue [<i>Journal of Technology in Human Services</i>, 30(3/4)].</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>Review the <a href="#">SMW 2016 schedule</a> and attend at LEAST ONE session during the week (not including the keynote luncheon). Be an active participant in the session, engaging with presenters and the audience. Be prepared to report on the session(s) you attended in class.</li> <li>Attend the SMW 2016 Keynote Luncheon (12:30 until 1:50 in Scripps). Be an active participant in discussions with other luncheon attendees.</li> </ul>

### SESSION 10, APRIL 7: SOCIAL MEDIA IN THE SCHOLARLY, TRADE AND CONSUMER LITERATURE

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Class presentations from students for Book or Article Review assignment. All students are expected to provide a brief talk (approximately 10 minutes)</li> </ul>
<b>Required</b>	<ul style="list-style-type: none"> <li>Love, J. (2015). We need to chat: How technology has changed the way we relate to one another. <i>American Scholar</i>. Retrieved from <a href="https://theamericanscholar.org/we-need-to-chat/#.VthVtynZHJs">https://theamericanscholar.org/we-need-to-chat/#.VthVtynZHJs</a></li> <li>Priem, D., Taraborelli, Gorth, P., &amp; Neylon, C. (2010). Altmetrics: A manifesto. Retrieved from <a href="http://altmetrics.org/manifesto/">http://altmetrics.org/manifesto/</a></li> <li>Tenner, E. (2010). No Brainer? <i>Wilson Library Quarterly</i>, 34(4), 92-95.</li> <li>You may continue to select and explore readings from your required text [Kozinets] and the required journal special issue [<i>Journal of Technology in Human Services</i>, 30(3/4)].</li> </ul>
<b>Optional</b>	<ul style="list-style-type: none"> <li>On your own identify other book reviews to read based on your specific area of interest in social media research and/or practice.</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>Be aware some Book or Article Review presentations may be moved to the next class session</li> </ul>

### SESSION 10, APRIL 14, 2016: ETHICS AND SOCIAL MEDIA

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Understand ethical considerations for conducting social media research, with a focus on compliance for human-subjects based research</li> <li>Identify and discuss ethical considerations for communicating via social media research.</li> <li>Discuss issues relating to cyber-shaming and cyber-bullying.</li> </ul>
<b>Required</b>	<ul style="list-style-type: none"> <li>Kozinets (2015). <i>Ethics</i> (pp. 127-159).</li> <li>Hudson, L. (2013, July 24). Why you should think twice before shaming anyone on social media. <i>Wired</i>. Retrieved from <a href="http://www.wired.com/2013/07/ap_argshaming/">http://www.wired.com/2013/07/ap_argshaming/</a>.</li> <li>Vitak, J., Shilton, K., &amp; Ashktorab, Z. (2016). Beyond the Belmont Principles: Ethical challenges and beliefs in the online data research community. Preprint from Proceedings of CSCW 2016. Retrieved from <a href="https://terpconnect.umd.edu/~kshilton/pdf/VitaketatCSCWpreprint.pdf">https://terpconnect.umd.edu/~kshilton/pdf/VitaketatCSCWpreprint.pdf</a></li> </ul>
<b>Optional</b>	<ul style="list-style-type: none"> <li>Jon Ronson's Ted Talk, "When Online Shaming Spirals Out of Control." Retrieved from <a href="https://www.ted.com/talks/jon_ronson_what_happens_when_online_shaming_spirals_out_of_control?language=en">https://www.ted.com/talks/jon_ronson_what_happens_when_online_shaming_spirals_out_of_control?language=en</a>. (<b>Continued on Next Page</b>)</li> </ul>

**SESSION 10, APRIL 14, 2016: ETHICS AND SOCIAL MEDIA, CONTINUED**

<b>Other Activities</b>	<ul style="list-style-type: none"> <li>Due to scheduling conflicts, one class presentation from student completing <u>Literature Review</u> assignments will be presented.</li> </ul>
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**SESSION 12, APRIL 21, 2016: INVESTIGATING RESEARCH QUESTIONS IN SOCIAL MEDIA, TECHNOLOGY AND SOCIETY (FINAL PROJECT PRESENTATIONS)**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Class presentations from students completing <u>Research Proposal</u> or <u>Literature Review</u> assignments. See the Session 12 folder on Blackboard for names of students assigned to present in this session.</li> </ul>
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>No specific readings for this session; however, students presenting today are welcome to post any recommended reading(s) to the Session 12 Discussion Board Forum.</li> <li>At this point in the semester, you should have completed reading (<b>in its entirety</b>) the required text [Kozinets], and the required journal special issue [<i>Journal of Technology in Human Services</i>, 30(3/4)]. Be prepared to draw from these resources when discussing students' projects in the Q&amp;A session following the presentations.</li> </ul>
<b>Assignment Due</b>	<ul style="list-style-type: none"> <li>Be aware: Outputs from the final projects presented today are due on/by Thursday, May 5, 2016. You will submit these to the appropriate Assignment section on Blackboard Learn.</li> </ul>

**SESSION 13, APRIL 28, 2016: REPORTING RESEARCH FINDINGS IN SOCIAL MEDIA, TECHNOLOGY AND SOCIETY (FINAL PROJECT PRESENTATIONS)**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Class presentations from students completing <u>Independent Research</u> or <u>Content Analysis</u> project assignments. See the Session 13 folder on Blackboard for names of students assigned to present in this session.</li> <li>Discuss key discoveries from class learning, and identify future challenges and opportunities in social media research. (Be prepared: Come with your own insights and contributions).</li> </ul>
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>No specific readings for this session; however, students presenting today are welcome to post any recommended reading(s) to the Session 13 Discussion Board Forum.</li> <li>Be prepared to draw from the required text [Kozinets], and the required journal special issue [<i>Journal of Technology in Human Services</i>, 30(3/4)] when discussing students' projects in the Q&amp;A session following the presentations.</li> </ul>
<b>Assignment Due</b>	<ul style="list-style-type: none"> <li>Be aware: Outputs from the final projects presented today are due on/by Thursday, May 5, 2016. You will submit these to the appropriate Assignment section on Blackboard Learn, or other arrangements made with the instructor.</li> </ul>

**REMEMBER: FINAL ASSIGNMENTS ARE DUE ON MAY 5<sup>TH</sup>  
(OR OTHER DATE DETERMINED IN CONSULTATION WITH THE INSTRUCTOR)**