

Social Media Communication

Journalism 104-01

Spring 2022

Asynchronous online lesson to be completed by Tuesday nights

Synchronous by Zoom 9:30 a.m. - 10:45 a.m. Wednesdays

Instructor: Todd Henneman

Contacts:

-  Professor Twitter handle: @toddhenneman
-  Twitter hashtag for class: #csulbsmc
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Office: LA4 205A

Office hours (virtual and in person):

11 a.m. to 12:00 p.m. Mondays and Wednesdays as well as by appointment

Overview

Course description

Students examine how social media (TikTok, Twitter and others) have influenced interpersonal and professional communications. The course is grounded in the history, development and theories of social media while providing opportunities to analyze personal use of social media.

Course format

This section of Journalism 104 is a bisynchronous, which means it includes both an asynchronous self-paced lesson each week as well as a synchronous session held in real time through Zoom. The asynchronous portion often includes a short video lecture and readings that lay the foundation for the week's concepts. The synchronous component provides an opportunity to exchange ideas, explore situations and build knowledge collaboratively.

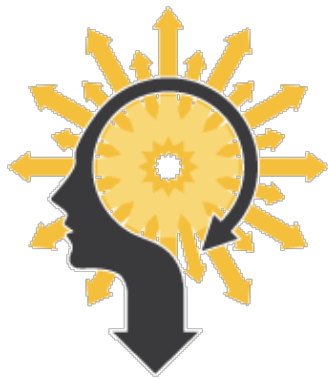
Course goals and skills

Social Media Communication is designed to introduce students from across the disciplinary spectrum to emerging theories and research about social media; to practices that garner attention and/or protect privacy and security on social media platforms; to tools that develop and enhance oral and interpersonal communication skills frequently used on social media by young people; to best social media practices for young professionals and citizens.

Student Learning Outcomes

By the end of the semester, students who complete JOUR 104 will be able to:

1. Identify key concepts, theories and practices of social media;
2. Describe the history and development of computer mediated communication, with an emphasis on social media and their influence on communication practices and identity development;
3. Explain legal, ethical, and government and corporate surveillance issues concerning social media;
4. Evaluate interpersonal and professional social media messages in a variety of forms for accuracy, advocacy and ethics;
5. Assess how to communicate appropriately and ethically for various social media contexts, with respect to personal privacy and the dignity and privacy others;
6. Construct and organize mediated messages in a variety of forms to manage and enhance social media relationships.



As required by the specific General Education category, students also will be able to:

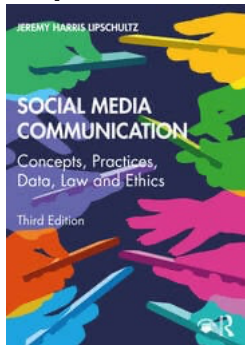
1. Develop curiosity about how social media habits and identity might evolve during one's lifespan, how personal identity online complements and contradicts face-to-face interactions, and how social media-driven identity and relationships affect the human experiences that can be easily transferable to other circumstances (including offline interactions), fulfilling the essential skills for Foundation and Skills for Lifelong Learning.
2. Reflect on and think deeply and critically about their own habits and behavior online, with a better understanding of right and wrong human conduct. Students will learn about and assess their own ethical values and the social context of problems, developing their ethical self-awareness while improving their understanding of different ethical perspectives and concepts.

Technology and technological skills

We will use BeachBoard as well as Zoom. If you never have used Zoom, watch [this video](#). If you need help installing Zoom, call the Technology Help Desk at (562) 985-4959. It is open 8 a.m. to 5 p.m. Monday through Friday. Be sure to use your CSULB email address when you sign in to Zoom or access Zoom through the CSULB MyApps portal.



Required text



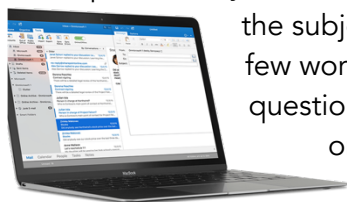
Lipschultz, J. (2020, 3rd edition)
Social Media Communication.
New York: Routledge.

Other material, including articles and short videos, will be posted on BeachBoard.

Course communication

Each Sunday, I will send an email that briefly describes the week's lessons and reminds you of upcoming deadlines and readings. I will post this same weekly announcement on BeachBoard. During the week, I will post any other announcements on BeachBoard only to avoid filling your in-box with minor updates.

You are welcome to drop in without an appointment during my office hours. You also may send questions by email or schedule a time to meet, if my office hours don't work for you. In the subject line, please include the course number (JOUR 104 or J104) and a few words that describe the purpose of the email such as J104 audit question. This information helps me reply faster because I teach more than one course. I strongly encourage you to send the email from your CSULB email account to avoid it landing in a spam or junk folder. Please give me 24 hours to reply, particularly on weekends. Please do not send questions about the course through direct messages on social media.



COVID-19

This course meets entirely online. A copy of the textbook is on reserve in the University Library. The University Library, University Bookstore, University Student Union, the Horn Center, and Student Health Services will continue to provide services to students. For updates about university protocols and policies, visit <https://www.csulb.edu/covid-19>.

Learning assessment

Students are expected to take notes. Detailed instructions and grading rubrics for major assignments will be posted on BeachBoard. Below are brief overviews of the assignments.

Category	Points	Percent
Quizzes	40	4%
Social media activities	90	9%
In-class activities	160	16%
Midterm	180	18%
Social media audit	170	17%
Social media project	170	17%
Final	190	19%
Total possible	1,000	100%



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subject's use of, and influence on, social media.

Social media campaign

Work in small teams, assigned by the professor, to create original content for a social media campaign intended to advance a pro-social cause or idea.

Quizzes and exams

Quizzes: We will have four quizzes based on readings, lessons and/ guest speakers.

Midterm and final: Exams will be a combination of multiple choice, true/false and short answer. The final exam is not cumulative.

Social media activities

LinkedIn profile: Create a LinkedIn profile, following best practices covered in course readings and lessons.

Twitter conversations: Tweet at least one news or trend story about social media on assigned weeks. Follow nine classmates and comment on their posts. Submit your tweets for credit, and be prepared to discuss your nine classmates' tweets when we meet.

In-class activities

Complete short in-class activities spread across 10 synchronous and asynchronous sessions. Students must attend the synchronous Zoom session to be eligible to complete the related in-class activity.

Social media audit

Follow a news organization, newsmaker, brand or celebrity on two social media platforms. Draw on research and tools shown in class to evaluate your subject, and submit a report that assesses your



Class policies

Attendance: I don't take attendance. However, some synchronous ("live") and asynchronous "self-paced" session include short in-class activities for which students earn points. If you're absent for the live interaction, or don't complete the asynchronous session by Monday night, you lose out on the points for the session's "in-class" activity. The only exceptions: an illness or injury with medical documentation; death, injury or serious illness of an immediate family member; religious observations; government obligation; or CSULB-sanctioned activities. See the full university policy here: <https://tinyurl.com/y4a9a4bl>. If you're absent, you remain responsible for knowing what we covered. Don't ask me if you missed anything important. Watch the recording of the "live" session or check with a classmate.

Deadlines: Submit assignments when they are due (shocking!). Assignments should be submitted through BeachBoard. Extensions will be granted in strict accordance with CSULB policy. You must provide documentation to request for an extension. You also must submit the work within three business days of your return to class or you forfeit the opportunity. The midterm must be made up within the same week, barring an exceptional circumstance (documented hospitalization, death of a love one, etc.). The final must be taken on the date that the university designated.

Seat in class: Enrolled students may lose their spot by missing the first synchronous class session without notifying the instructor in advance. After the first synchronous class session, the onus shifts to you as the student to drop the course if you no longer want it.

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Dropping the class: During the first two weeks of class, students may drop any class using self-service registration on MyCSULB Student Center. Starting the third week, students must complete the online withdrawal request on MyCSULB Student Center. The university's drop deadline, with the exception of catastrophic life events, is April 15.

Cheating and plagiarism: Don't do it. CSULB takes academic dishonesty seriously. I encourage you to review the policy at <https://tinyurl.com/yyxtlvul>.

Students with disabilities: It is the student's responsibility to inform me within the first two weeks of the semester of the need for a reasonable accommodation because of a disability. The Bob Murphy Access Center, formerly known as Disabled Student Services, (<http://web.csulb.edu/divisions/students/dss/> or 562-985-5401) provides resources.

Respect: Share responsibility for including all voices in the conversation. If you tend to talk often, make sure you leave space to hear from others. If you tend to stay quiet, challenge yourself to contribute so others can learn from you. Understand that your words affect others. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.

Contesting grades: Regularly check your grades on BeachBoard. Raise questions or concerns promptly. Do not wait until the end of the semester to question an individual grade. I only will consider reviewing or checking an individual grade within a week of posting it.

Help: I encourage you to meet with me, if you have concerns. Please note that I'm able to answer only *brief* questions by email. For substantive discussions, visit my office hours. I'm happy to schedule appointments outside my regular office hours, if those don't work for you.

Social media guidelines

- Always treat others with respect on social media.
- Don't [troll](#) anyone and resist the temptation to engage with trolls.
- Never use offensive language or racial slurs. Doing so could result in disciplinary action.

Tips for success

- ⇒ Check BeachBoard regularly — at least three times a week.
- ⇒ Take notes during class and about readings or other assigned material.
- ⇒ Pay attention to due dates at the start of each week.
- ⇒ Block out time in your schedule to do course work.
- ⇒ Carefully read instructions and ask for clarification if confused.
- ⇒ Maintain a sense of humor with technology.
- ⇒ Ask for help when you need it, and assist others when possible.

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Schedule

(Subject to change)

WEEK	TOPIC	ASYNCHRONOUS (SELF-PACED)	SYNCHRONOUS (LIVE BY ZOOM)	HOMEWORK ASSIGNMENTS
Week 1	This class doesn't meet because spring semester begins Thursday, Jan. 20.			
Week 2	Milestones in rise of social media	Complete asynchronous lesson by 11::59 p.m. Tuesday, Jan. 25: ⇒ Complete interactive material. ⇒ Read pp. 39-53 of Lipschultz textbook. Excerpt posted on BeachBoard for <i>this week only</i> to give you time to get the text.	Meet for synchronous session at 9:30 a.m. Wednesday, Jan. 26: ⇒ Provide overview ⇒ Review policies and assignments ⇒ Discuss the meaning of, and our use of, "social media"	By 11::59 p.m. Saturday, Jan. 29 ⇒ Post self-introduction (for credit) ⇒ Take Quiz 1
Week 3	Analytics and audits	Complete asynchronous lesson by 11::59 p.m. Tuesday, Feb. 1: ⇒ Watch tutorials. ⇒ Read "10 social media best practices" ⇒ Read "Social media platform comparison – what works best?" ⇒ Review instructions for upcoming "audit"	Meet for synchronous session at 9:30 a.m. Wednesday, Feb. 2: ⇒ Before class, read pp. 12-17 ("Social media concepts and theories"). Skip "Thought Leader." ⇒ In class, discuss audit assignment and key theories	By 11::59 p.m. Saturday, Feb. 5: ⇒ Submit your two audit proposals (graded)
Week 4	Social media in journalism	Complete asynchronous lesson by 11::59 p.m. Tuesday, Feb. 8: ⇒ Watch video lecture ⇒ Watch three videos: 1. "How Is social media changing journalism?" 2. "How the 21st century changed journalism" 3. Social media at Bloomberg" ⇒ Complete "news diet" activity (graded)	Meet for synchronous session at 9:30 a.m. Wednesday, Feb. 9. ⇒ Form Twitter groups ⇒ Explain Twitter conversations ⇒ Discuss news readings and "news diets"	

Week 5	Social media in public relations	Complete asynchronous lesson by 11:59 p.m. Tuesday, Feb. 15: ⇒ Watch video lecture ⇒ Read pp. 22-26 and pp. 95-118	Meet for synchronous session at 9:30 a.m. Wednesday, Feb. 16: ⇒ Submit answers to in-class PR campaign (graded)	By 11:59 p.m. Saturday, Feb. 19: ⇒ Submit first Twitter conversation
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Week 6	Social media in advertising	Complete asynchronous lesson by 11:59 p.m. Tuesday, Feb. 22: ⇒ Watch video lecture ⇒ Read pp. 139 to 141 ⇒ Read "Disclosure 101 for Social Media Influencers." ⇒ "To fight vaccine lies, authorities recruit an 'Influencer Army'"	Meet for synchronous session at 9:30 a.m. Wednesday, Feb. 23: ⇒ Guest speaker (tentative) ⇒ Turn in "answer" to in-class activity (for credit)	By 11:59 p.m. Saturday, Feb. 26: ⇒ Submit audit
Week 7	'Fake news' and misleading content	Complete asynchronous lesson by 11:59 p.m. Tuesday, Feb. 28: ⇒ Watch video lecture ⇒ Read article about false information that went viral ⇒ Read article about deep fakes ⇒ Take Quiz 2 ⇒ Look at study guide	Meet for synchronous session at 9:30 a.m. Wednesday, March 2: ⇒ Guest speaker (tentative) ⇒ Discuss midterm	
Week 8	Midterm	Complete midterm exam by 11:59 p.m. Monday, March 7 REMINDER: Must take exam on Monday unless you alert professor in advance of documented scheduling conflict	Meet for synchronous session at 9:30 a.m. Wednesday, March 9: ⇒ Explain LinkedIn assignment ⇒ Discuss digital footprints	
Week 9	Copyright and fair use	Complete asynchronous lesson by 11:59 p.m. Tuesday, March 15: ⇒ Watch video lecture ⇒ Read p. 247 (starting with "Copyright Infringement") to chapter's end ⇒ Read "Fair use in memes and gifs" ⇒ Evaluate use of video (graded)	Meet for synchronous session at 9:30 a.m. Wednesday, March 16 ⇒ Discuss "successful" memes ⇒ Create memes (for credit)	By 11:59 p.m. Saturday, March 19: ⇒ Submit second Twitter conversation
Week 10	Social media campaigns	Complete asynchronous lesson by 11:59 p.m. Tuesday, March 22: ⇒ Watch video lecture	Meet for synchronous session at 9:30 a.m. Wednesday, March 23	By 11:59 p.m. Saturday, March 26:

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|--------------------|------------------------------------|----------|
| ⇒ Look at examples | ⇒ Discuss campaigns | ⇒ Submit |
| ⇒ Read directions | ⇒ Assigned group | LinkedIn |
| | ⇒ Coordinate with
group members | profile |

Spring break
Monday, March 28, through Friday, April 1

Week 11	Ethics and ethical issues	Complete asynchronous lesson by 11:59 p.m. Tuesday, April 5: ⇒ Watch video lecture ⇒ Read pp. 263 to 281 (stop after "Natural Law and Harm") in Chapter 10 ⇒ Read "Here's why you can't log off social media — even when it makes you miserable"	Meet for synchronous session at 9:30 a.m. Wednesday, April 6: ⇒ Clarify philosophies ⇒ Look at employer codes of conduct ⇒ Discuss readings ⇒ Look at case	By 11:59 p.m. Saturday, April 9: ⇒ Submit third Twitter conversation
Week 12	Cancel culture	Complete asynchronous lesson by 11:59 p.m. Tuesday, April 12: ⇒ Watch video lecture ⇒ Read "How one stupid tweet blew up Justine Sacco's life" ⇒ Read "Twitter's outrage machine should be stopped. But Justine Sacco is the wrong poster child" ⇒ Read "Justine Sacco, the PR exec who was fired from IAC for her tweets, has landed back at IAC's Match Group" ⇒ Read "Cancel Culture is not real—at least not in the way people think" ⇒ Submit reaction (graded)	Meet for synchronous session at 9:30 a.m. Wednesday, April 13: ⇒ Discuss examples from video and readings ⇒ Critique idea of 'cancel culture'	By 11:59 p.m. Saturday, April 16: ⇒ Take Quiz 3
Week 13	From hate to inclusion	Complete asynchronous lesson by 11:59 p.m. Tuesday, April 19: ⇒ Watch video lecture ⇒ Read "This is where hateful trolls go after they are banned from mainstream social media"	Meet for synchronous session at 9:30 a.m. Wednesday, April 20: ⇒ In-class activity ⇒ Look at ways foster diversity, equity and inclusion (DEI)	By 11:59 p.m. Saturday, April 23: ⇒ Submit campaign ⇒ Evaluate own group (optional)

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- ⇒ Read "Hate Speech
on social media:
content moderation
in context"
- ⇒ Submit idea
(for credit)

Week 14	Privacy and surveillance	Complete asynchronous lesson by 11:59 p.m. Tuesday, April 26: ⇒ Comment on two campaigns (for credit) ⇒ Read “Your digital footprint” ⇒ Watch documentary ⇒ Complete viewing guide Listen to podcast episode	Meet for synchronous session at 9:30 a.m. Wednesday, April 27: ⇒ Discuss documentary ⇒ Look at footprints	By 11:59 p.m. Saturday, April 30: ⇒ Take Quiz 4
Week 15	Protecting privacy	Complete asynchronous lesson by 11:59 p.m. Tuesday, May 3: ⇒ Watch video lecture ⇒ Read pp. 193—201 in Chapter 7 ⇒ Look at study guide	Meet for synchronous session at 9:30 a.m. Wednesday, May 4: ⇒ Course wrap-up	
Finals Week		Date TBA by university Check BeachBoard		

Next stop ...

SUMMER