

**Autumn 2016**  
**COMM4554 Social Media [Hybrid]**

Instructor: Dr. Roselyn J. Lee-Won  
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**\*When emailing, please include our course number (Comm4554) in the subject line\***

Location & Time: Journalism 216; Mondays from 08:00am to 09:50am  
Office Hours: Mondays 3:30pm to 5:00pm or by appointment (Derby 3074)

**Course Description and Objectives**

This course is designed to help students (1) acquire theoretical and practical knowledge about social media and (2) understand the ways in which social media influence important social domains. Specifically, we aim to address the following questions:

1. What are social media, or what does it mean when media are becoming “social”?
2. How are social media different from traditional mass media and from the “older” forms of computer-mediated communication (CMC)?
3. How do social media shape the way we connect to and build relationships with others?
4. What strategies should individuals and organizations adopt in order to use social media effectively? What are some of the pitfalls should individuals and organizations avoid?

**Course Format**

This course is a **hybrid course**, which means that the course has **offline (in class) and online components**. We meet offline for one day a week; we fulfill what would have been the second class in a variety of ways involving online activities, which include online reading tests, watching videos, posting reflections on Carmen, and so forth. To make best use of the hybrid format, this course will take a *flipped classroom* approach. For most of the weeks, students will first engage themselves with the online materials and then discuss the content in greater depth with the guidance of the instructor.

**Course Readings**

All required readings will be accessible through our Carmen course site.

**OSU School of Communication Diversity Statement**

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

## **Special Accommodations** (updated in August 2016)

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **Course Requirements and Grades**

### Overview of Graded Course Requirements

Categories and Sub-categories of Graded Elements		Pts
Attendance & Participation		40
Online Quizzes		70
Exam	Midterm	90
	Final	160
Professional Profile		5
Social Media Diary		5
Twitter Following		5
Viral Video Reflections		5
Practice Questions	Midterm	5
	Final	5
Course Reflections		10
Group Project	Milestones	20
	Presentation (Gr)	20
	Paper (Gr)	40
	Peer Evaluation	20
Total		500

### Grading Scale

Final Letter Grade	Percentage	Pts
A	93-100%	465-500
A-	90-92%	450-464
B+	87-89%	435-449
B	83-86%	415-434
B-	80-82%	400-414
C+	77-79%	385-399
C	73-76%	365-384
C-	70-72%	350-364
D+	67-69%	335-349
D	60-66%	300-334
E	60% or lower	299 or less

(Gr) Assessment will be made on a group basis.

**1. Attendance & Participation: 40 pts**

- As a hybrid-format course that meets offline once a week, students are expected to come to class and actively participate in class activities. Starting on 9/12/16, attendance will be taken for most class meetings.
- You are allowed to use **a maximum of TWO penalty-free absences. You are NOT required to notify the instructor of these absences.**
- **Beyond the TWO penalty-free absences, students should submit a copy of official documentation (e.g., doctor's note) to avoid penalization. An undocumented absence will result in a deduction of -3 points.**
- **THREE OR MORE undocumented absences beyond the penalty-free absences will lower your final grade by half letter grade unless you present formal documentation.**
- **The instructor does reserve the right to lower the overall participation scores of those who repeatedly cause distractions or do not pay attention to lectures/discussions/student presentations during class.**

**2. Online Quizzes (1 Syllabus Quiz & 9 Read-Ahead Quizzes with THREE lowest scores dropped): 70 pts (10 pts x 7 Quizzes)**

Students will be required to take online quizzes via Carmen (note the dates in the schedule).

- The Syllabus Quiz is designed to help students familiarize themselves with the course policies and requirements.
- The Read-Ahead Quizzes (1 through 9) are designed to engage students with the required reading assignments and other assigned materials ahead of in-class sessions. [Except for the Syllabus Quiz] All of the online quizzes will be available for you on **Tuesday (i.e., the day after our class meeting day)** and will close at **11:59pm on Saturday**. For example, Read-Ahead Quiz 1, which will be given out on 09/06/16, will be due no later than 11:59pm on 09/10/16.
- As there will be a sufficient amount of time and flexibility for you to complete each quiz, **no make-up request will be considered for any missed quizzes.**

**3. In-Class Exams (Midterm & Final): 250 pts**

- Both midterm (90 pts = 3 pts x 30 Qs) and final (160 pts = 4 pts x 40 Qs) exams will contain true-false and multiple-choice questions.
- To help students prepare for the exams, the instructor will provide exam guides and review sessions.

**4. Individual Assignments: 40 pts**

- Specific instructions for each assignment will be provided on Carmen. Below are brief descriptions of the assignments:

**a. Professional Profile (5 pts)**

Construct a personal profile similar to profiles featured on professional networking sites such as *LinkedIn*.

**b. Social Media Diary (5 pts)**

Log social media activities for a three-day period and write a reflection paper on the patterns of use

**c. Twitter Following (5 pts)**

Follow a celebrity or a public figure on Twitter and create a Carmen discussion post reflecting on the Twitter following experience

**Note: Those who have work experience relevant to social media will be invited to be panelists for the “Social Media at Work” Panel and will be waived from this assignment. Please contact the instructor if you are interested in this option.**

**d. Viral Video Reflections (5 pts)**

Create a Carmen discussion post reflecting on a video that went viral on YouTube and its viewer comments

**e. Course Reflections (10 pts)**

Write a short reflection paper on theories, concepts, and phenomena addressed in the course they found most intriguing.

**f. Practice Question Writing (Midterm & Final): 10 pts (5 pts x 2 PQs)**

Prior to each exam, you will contribute one practice exam question, which will be used for the exam review session. Specific instructions will be provided to you to help you write the questions.

**5. Group Project: 100 pts**

- *In a team of four to five members, students will conduct a project in which they will analyze organizations’ social media practices and behaviors.*
- *This final project will be composed of (1) a series of Carmen Group posts on project milestones (5 pts x 4 posts = 20 pts), (2) group presentation (20 pts), (3) group paper (40 pts), and (4) peer evaluation (20 pts). **Specific guidelines on the project will be provided during Week 4.***

**Course Policies**

**1. Respect for the Class Community as a Whole**

- *When in class, you should give your full attention to any person who is speaking (whether it is the professor or another student). Do not engage in any distracting/disruptive behaviors.*
- *The instructor reserves the right to ask students engaging in distracting/disruptive behaviors during class to leave.*

**2. Academic Integrity**

- *Academic misconduct will NOT be tolerated in this course. The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.*
- *It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).*

- The sanctions for the misconduct could include **a failing grade in the course, suspension, or even dismissal from the University**. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so students should review the Code of Student Conduct specified by the Office of Student Life (<http://studentlife.osu.edu/csc/>).
- It is your responsibility to be aware of the rules of academic dishonesty. **When in doubt, be sure to consult your instructor before doing anything about which you are uncertain – DO NOT HESITATE TO ASK!**

### 3. Make-up Policy

Exams and assignments can only be made up in the event of serious illness, death in the family, a religious conflict, or pre-approved university activity (e.g., athletic event).

- For a religious conflict or university activity, the request must be made in advance; otherwise, make-up/rescheduling will not be allowed.
- In the case of an illness, students will need to present documentation from a medical professional stating that the student's illness prevented them from taking the exam on the scheduled date. Documents that are not dated and do not indicate the severity of the illness will not be accepted.
- Documentation is required in the case of a death in the family.
- **No make-up will be allowed for the online quizzes because answer key will be made available after each quiz.**

### 4. Grading Policy

- To keep the grading process fair to everyone in the class, the instructor will NOT make grade adjustments based on factors outside the grade components and course policies. Also, the instructor will NOT accept any end-of-semester requests to “round up” to the next grade level.

### 5. In-Class Technology Use

- Students may bring their own laptop computers/tablet devices to class for note-taking purposes; you are also welcome to use the computers in the classroom (if the class meets in one of the computer lab classrooms).
- Using technology during class for anything other than taking notes and/or referring to the readings and other course-related materials will negatively affect your participation grade.

### 6. Lecture Notes Policy

- **Please note that the instructor will NOT make full class lecture notes/slides available.** This is intended to (1) minimize distractions during class and to (2) prevent unauthorized distribution and misuse of lecture materials outside the class (which may constitute academic misconduct).
- *It is important that students make every effort to attend class and take notes during class.* If you, for any reason, miss a class, it is your responsibility to (1) obtain notes from someone else in the class and/or (2) meet with the instructor during office hours to review the missed content.

## Course Schedule

- This syllabus presents a contract in the works. Events that happen over the semester may require me to modify the administration of the course; therefore, specific items listed in the table may be subject to change. If changes/adjustments need to be made, I will make announcements well in advance to help you to plan things ahead.
- **IMPORTANT: Most due dates for assignments for a given week come BEFORE class meetings. Mark your calendar so that you won't miss any of the due dates!**

Wk	Class Meeting Dates & Topics	Online Activities & Assignments	Assigned Materials	Offline (In-Class) Activities on Mondays	Other Logistics
1	08/29 <b>The "Social" in Social Media</b>	N/A	N/A	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Getting to know each other (#)</li> <li>• Class survey</li> </ul>	<ul style="list-style-type: none"> <li>• Social Media Diary &amp; Professional Profile instructions</li> </ul>
2	09/05 <b>No Class (Labor Day)</b>  <b>Social Media in Everyday Life</b>	<ul style="list-style-type: none"> <li>• (1) Syllabus Quiz, (2) Social Media Diary, &amp; (3) Professional Profile ALL due on 09/07 (11:59pm)</li> <li>☀ Note: Due date exception (university holiday). All three assignments due on the same date &amp; time</li> </ul>	<ul style="list-style-type: none"> <li>• Course Syllabus</li> <li>• Professional Profile instructions</li> <li>• Social Media Diary instructions</li> </ul>	N/A (University Holiday)	N/A
3	09/12 <b>Social Media vs. Mass Media</b>	<ul style="list-style-type: none"> <li>• Read-Ahead Quiz 1 due on 09/10 (11:59pm)</li> </ul>	<ul style="list-style-type: none"> <li>• Humphreys (2016, excerpts)</li> <li>• Rosen (2012)</li> <li>• O'Sullivan and Carr (nd, excerpts)</li> </ul>	<ul style="list-style-type: none"> <li>• Class survey results</li> <li>• Exercise on masspersonal communication</li> </ul>	
4	09/19 <b>Technological Basis of Social Media</b>	<ul style="list-style-type: none"> <li>• Read-Ahead Quiz 2 due on 09/17 (11:59pm)</li> </ul>	<ul style="list-style-type: none"> <li>• TEDTalk video on Reddit</li> <li>• Walther &amp; Jang (2012)</li> <li>• Hayes, Carr, and Wohn (2016)</li> <li>• boyd et al. (2010)</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on the concepts from Walther &amp; Jang (2012) and Hayes et al. (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Twitter Following instruction</li> </ul>
5	09/26 <b>The Social and the Parasocial</b>	<ul style="list-style-type: none"> <li>• Read-Ahead Quiz 3 due on 09/24 (11:59pm)</li> </ul>	<ul style="list-style-type: none"> <li>• boyd &amp; Ellison (2008, excerpts)</li> <li>• Williams (2006, excerpts)</li> <li>• Cohen and Hoffner (in press)</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on social capital</li> <li>• Comparison: Social &amp; parasocial</li> </ul>	<ul style="list-style-type: none"> <li>• Project guidelines</li> </ul>

**Course Schedule (cont'd)**

6	10/03 <i>Interacting with the Publics</i>	<ul style="list-style-type: none"> <li>• Read-Ahead Quiz 4 due on 10/01 (11:59pm)</li> </ul>	<ul style="list-style-type: none"> <li>• Frederick et al (2014)</li> <li>• Lee (2015)</li> <li>• Jahng and Littau (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Context collapse</li> <li>• Discussion on “oversharers”</li> </ul>	<ul style="list-style-type: none"> <li>• Project team formation</li> <li>• “Make every effort to attend class!”</li> </ul>
7	10/10 <i>Organizations’ Use of Social Media</i>	<ul style="list-style-type: none"> <li>• Read-Ahead Quiz 5 &amp; Twitter Following assignment due on 10/08 (11:59pm)</li> </ul>	<ul style="list-style-type: none"> <li>• Univ. Mass social media research</li> <li>• Lovejoy et al. (2012)</li> <li>• Kent and Taylor (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of Twitter Following</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Question instruction</li> <li>• Viral Video assignment instruction</li> <li>• Project group work</li> </ul>
8	10/17 <i>Social Media @ Work</i>	<ul style="list-style-type: none"> <li>• Practice Question assignment due on 10/15 (11:59pm)</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit readings from Wk3-Wk7</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social media @ work panel</b></li> <li>• Midterm exam review</li> </ul>	
9	10/24 <i>Midterm Exam</i>	<ul style="list-style-type: none"> <li>• Viral Video assignment due on 10/26 (11:59pm)</li> <li>☀ Note: Due date exception (Midterm exam)</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• <b>Midterm exam</b></li> </ul>	<ul style="list-style-type: none"> <li>• Project Milestones instruction</li> </ul>
10	10/31 <i>What Goes Viral?</i>	<ul style="list-style-type: none"> <li>• Read-Ahead Quiz 6 &amp; Project Milestone #1 due on 10/29 (11:59pm)</li> </ul>	<ul style="list-style-type: none"> <li>• Berger (2013) Ch3 &amp; Ch5 (excerpts)</li> <li>• Online articles on <i>The Scarecrow</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of viral video assignment</li> <li>• <i>The Scarecrow</i></li> </ul>	<ul style="list-style-type: none"> <li>• Viral video exercise</li> <li>• Project group work</li> </ul>
11	11/07 <i>Virality on Social Media &amp; Organizational Implications</i>	<ul style="list-style-type: none"> <li>• Read-Ahead Quiz 7 &amp; Project Milestone #2 on 11/05 (11:59pm)</li> </ul>	<ul style="list-style-type: none"> <li>• Malhotra et al. (2012, 2013)</li> <li>• Lee-Won et al. (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of <i>The Scarecrow</i> and user comment analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Project presentation instruction</li> </ul>
12	11/14 <i>The Ephemeral and the Anonymous</i>	<ul style="list-style-type: none"> <li>• Read-Ahead Quiz 8 &amp; Project Milestone #3 due on 11/12 (11:59pm)</li> </ul>	<ul style="list-style-type: none"> <li>• Bayer et al. (2016)</li> <li>• Black, Mezzina, and Thompson (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of Snapchat and YikYak</li> </ul>	<ul style="list-style-type: none"> <li>• Project group work</li> </ul>
13	11/21 <i>Dark Sides of Social Media</i>	<ul style="list-style-type: none"> <li>• Read-Ahead Quiz 9 &amp; Project Milestone #4 due on 11/19 (11:59pm)</li> </ul>	<ul style="list-style-type: none"> <li>• Aaker &amp; Smith (2010)</li> <li>• Kawase et al. (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• “Will I be hired?” exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Project group work</li> </ul>

**Course Schedule (cont'd)**

14	<p>11/28</p> <p><b>Connecting the Dots</b></p>	<ul style="list-style-type: none"> <li>• <b>Practice Question due on 11/26 (11:59pm)</b> ☀ <i>Note: If you are planning to travel during the Thanksgiving break, try completing the assignment before you leave!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Revisit readings from Wk10-Wk13 and key concepts from 1<sup>st</sup> half semester listed in the exam guide</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final exam review</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concept Mapping</li> </ul>
15	<p>12/05</p> <p><b>Project Extravaganza!</b></p>	<ul style="list-style-type: none"> <li>• <b>Work on project deliverables</b></li> <li>• (1) <b>Research paper,</b> (2) <b>peer evaluation,</b> &amp; (3) <b>course reflection due on 12/07 (11:59pm)</b> ☀ <i>Note: Due date exception (End of Semester)</i></li> </ul>	N/A	<ul style="list-style-type: none"> <li>• <b>Project presentations</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory audience feedback (will be counted toward Attendance &amp; Participation)</li> </ul>
16	<p>12/12</p> <p><b>Finals Week</b></p>		<p style="text-align: center;"><b>Final exam</b> <b>Dec 12 (Mon)</b> <b>8:00-9:45am (regular classroom)</b></p>		

☀ **Note on the exam schedule:**

Because the exams should be administered and graded in a fair manner for everyone enrolled in this course, alternative arrangements will be made only in the event of serious illness and medical needs, official university function (e.g., athletic event), or family emergencies. Students should (1) notify me in advance and (2) provide formal and proper documentation to be considered for alternative arrangements.