Comm 330 - Effective Use of Social Media in Public Relations
12:30-1:45 Tuesday/Thursday
Room 201

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Office Hours: Tuesday 9:15-10:45
             Wednesday 12:00-1:00 and by appointment

Course Overview:
Effective use of social media by an organization is more involved than crafting the perfect tweet. This semester, we will analyze some of the more prominent examples of (in)effective use of social media platforms by organizations across a variety of industries.

The texts offer different, yet complementary perspectives that should help prepare you for some of the internal and external considerations that are involved in crafting the social media strategy for an organization.

By the end of the semester, you should be fluent in best social media practices for an organization, and familiar with common obstacles that can work against an implementation strategy. You will reach out to social media experts, and enhance your ability to conduct online research. Finally, you will have several opportunities to work individually and in groups and hone your professional presentation skills.

You should take notes and come prepared to engage in a substantive discussion on the assigned readings.

Course Objectives:
When you complete Comm 330, you will be able to:
1. Understand best practices in social media for individuals and organizations;
2. Identify potential internal and external constraints to implementing a social media strategy;
3. Evaluate, critique and discuss the production and circulation of information;
4. Develop an opinion regarding social media and articulate it in front of peers;
5. Synthesize concepts from lectures and class readings and apply them to real-world scenarios.

Readings:
All readings are available online via D2L.

Attendance Policy

Attending class is important, if only to get used to the notion of being expected to be at a certain place at a certain time. Sometimes life happens, and you can't make class. For that—and whatever reason, really—I'm giving you two free absences. That does <u>not</u> mean you aren't responsible for what we cover that day, it only means I won't take additional points off your grade for being absent.

Please note that class periods in which you are scheduled to present are particularly important: Not showing up and not emailing me in advance on those dates means you will receive a zero for that presentation.

After your two "free" absences, your professionalism score will drop a full letter grade for being absent a third time. Being late to class matters as well. If you're late three times, it counts as an absence.

My Expectations

* NO PHONES: Take care of personal business before and after class. It's only 75 minutes, so lose the phone. Don't have it on your desk. Don't have it on your lap. I've been around the block and know the tricks. Former students will tell you this is my only real pet peeve. I have zero problems with you tapping screens before class, but once we get going, put it away and forget about it.

* Respect your classmates. We will learn from and with one another, so be good to each other.

* Show up on time and ready to go. (See attendance policy).

Late Work

Deadlines matter in the workplace, and there are consequences if you fail to deliver. Work submitted after the deadline has passed will receive a 20 percent deduction. For each subsequent 24-hour period that elapses, an additional 5 percent will be deducted. Finally, any work turned in more than a week late should be accompanied by either a written note or face-to-face discussion.

Feedback I provide detailed feedback via D2L for each assignment during the semester. This will include suggestions related to grammar as well as content. Reviewing these comments should help recalibrate your output for future assignments, which will boost your grade.

Plagiarism and Academic Misconduct
You are expected to do original work. Recycling work you have previously done is known as self-plagiarism. When you use information or images that you did not create, you need to indicate that.

Section 14.03 of the UWSP code defines academic misconduct as occurring when a student takes any of the following actions:
◇ Seeks to claim credit for the work or efforts of another without authorization or citation;
◇ Uses unauthorized materials or fabricated data in any academic exercise;
◇ Forges or falsifies academic documents or records;
◇ Intentionally impedes or damages the academic work of others;
◇ Engages in conduct aimed at making false representation of a student's academic performance; or
◇ Assists other students in any of these acts.

The potential consequences of academic misconduct include failing the class, being placed on disciplinary probation, being suspended, or being expelled from UWSP.

The stakes are far too high to take risks in this area. Let me know if you need clarification.

Beyond the ethical considerations, part of the fun in this class and in the field is playing with ideas. It is far more rewarding to be inspired and find your own voice than it is to steal someone else's effort and hope you don't get caught. It's a better way to live; as Mark Twain put it, "If you tell the truth, you don't have to remember anything."

Course Requirements and Grading

ASSIGNMENT	POINTS
Weekly Responses (10)	100
Report: Self-Study	25
Report: Twitter Assessment	40
Report: Ask an Expert	40
Midterm	75
Report: Best Practices	40
Report: Email Assessment	40
Readers Choice	25
Participation	40
Final	75
TOTAL	**500**

A:	94%+	(470+)
A-:	90-93%	(450-469)
B+:	87-89%	(435-449)
B:	84-86%	(420-434)
B-:	80-83%	(400-419)
C+:	77-79%	(385-399)
C:	74-76%	(370-384)
C-:	70-73%	(350-369)
D:	65%	(325-349)
F:	<65%	(Below 325)

Grading
In general, all work will be graded against a publication standard, and will be evaluated for grammar and usage (15%), content (60%), and organization/clarity (25%). Any changes to this basic formula will be made clear in particular assignments.

An "A" is Outstanding. This grade rewards work that is of a professional caliber. The writing is clear, organized and precise, and requires virtually no editing. Any edits are relatively cosmetic and subjective. In short, the work would not require changes prior to being submitted to a client or editor.

A "B" is Good. This grade reflects work that could be raised to professional standards without extensive editing. The work needs minor revisions in terms of reorganizing, rewriting and/or reformatting. A "B" doesn't necessarily have anything wrong, but does have identifiable areas for improvement.

A "C" is Adequate. This work indicates a relatively significant problem in at least one area, such as research, analysis, grammar, strategy, or formatting. It does not measure up to professional quality but might be saved with extensive revisions. This is work that a boss might consider a first draft.

A "D" is Unacceptable. This work is substandard, even for a classroom setting. The research and analysis may be unprofessional, the writing may be unclear, and/or ungrammatical. The work may contain factual errors and/or critical omissions, or may show little concept of basic strategic judgment.

An "F" is Failing. This grade reflects completely unacceptable work, and conveys the impression that the student did not take the assignment seriously.

Additional Resources

The [Mary K. Croft Tutoring-Learning Center](#) offers assistance with writing, technology, and study skills. It is located in room 018 of the Learning Resource Center (in the basement of the library), and you can set up an appointment by stopping by or calling 715-346-3568.

Any student who anticipates they may need an accommodation based on the impact of a disability (including mental health, chronic or temporary medical conditions) should contact me privately to discuss specific needs.

The [Disability and Assistive Technology Center](#) offers assistance and documentation for students with disabilities. It is located in room 609 of the Learning Resource Center. You can contact them at 715-346-3365 or via email at datctr@uwsp.edu. Students registered with the DATC may provide their Notice of Accommodation letter (yellow forms) during office hours, via email, or after class.

The [UWSP Counseling Center](#) is available to help you deal with the stresses of college life. There are licensed mental health professionals who can help. It is located on the 3rd floor of Delzell Hall at 910 Fremont Street. Contact them at 715-346-3553, or via email at counsel@uwsp.edu.

Tues., Sept. 5 - Class Overview & Introduction
     Assignment: Memetic Communication Example

Thurs., Sept. 7 - Memetic Communication
     Due: Memetic Communication Example
     Assignment: Self-Study Report

Tues., Sept. 12 - Recent Tech Innovations / Class Trip
     Readings:
        1. Heather Hildebrand - "How Technological Innovation Drives Social Media Marketing Trends," 2/21/17
        2. Brian Chen, "The Smartphone's Future: It's All About the Camera," The New York Times, 8/30/17

Thurs., Sept. 14 - History of (Social) Media
     Due: Self-Study Report
     Readings:
        1. "The History of Social Networking," Digital Trends, 5/14/16
        2. Ingrid Burrington, "How Railroad History Shaped Internet History," The Atlantic, 11/24/15
     Assignment: Twitter Assessment Report
     Assignment: Ask an Expert
     - Reading Response due Friday

Tues., Sept. 19 - Algorithms, Filter Bubbles & Echo Chambers
       Readings:
              1. Will Oremus, "Who Controls Your Facebook Feed," Slate, 1/3/16
              2. Casey Newton, "How YouTube Perfected the Feed," The Verge, 8/30/17.

Thurs., Sept. 21 - Stickiness & Spreadability
       Readings:
              1. Jenkins, Ford & Green: How Media Spreads, pp. 12-47
- Reading Response due Friday

Tues., Sept. 26 - Dietrich Introduction/Tell Your Story
       Readings:
              1. Gini Dietrich, Spin Sucks, pp. 1-37

Thurs., Sept. 28 - Dietrich - Scammers, Liars & Beggars
       Readings:
              1. Gini Dietrich, Spin Sucks, pp. 59-96
- Reading Response due Friday

Tues., Oct. 3 - Dietrich - Your Brand, Your Customers
       Readings:
              1. Gini Dietrich, Spin Sucks, pp. 97-108

Thurs., Oct. 5 - Roundtable: Twitter Assessment & Ask an Expert
       Due: Twitter Assessment Report
       Due: Ask an Expert Report
- Reading Response due Friday

Tues., Oct. 10 - Comm Week Guest Visitor(s)

Thurs., Oct. 12 - Dietrich - Spin Sucks/Future of Communication
       Readings: Dietrich, Spin Sucks, pp. 109-146
- Reading Response due Friday

Tues., Oct. 17 - Midterm

Thurs., Oct. 19 - Do Digital Ads Work?
> Readings:
>> 1. Alexandra Bruell & Sharon Terlep, "P&G Cuts More than $100 Million in 'Largely Ineffective' Digital Ads," Wall Street Journal, 7/27/17.
>> 2. Derek Thompson, "A Dangerous Question: Does Internet Advertising Work at All?" The Atlantic, 6/13/14.
- Reading Response due Friday

Tues., Oct. 24 - The Social Media Evangelist
> Readings:
>> 1. Christopher Barger, Chapter 4, "The Social Media Evangelist," pp. 49-66.
> Assignment: Email Assessment Report

Thurs., Oct. 26 - A Solid Social Media Policy
> Readings:
>> 1. Christopher Barger, Chapter 8, "A Solid Social Media Policy," pp. 111-130
> Assignment: Best Practices Report
- Reading Response due Friday

Tues., Oct. 31 - Teaching the Organization to Fish
> Readings:
>> 1. Christopher Barger, Chapter 9, "Teaching the Organization to Fish," pp. 131-150.

Thurs., Nov. 2 - Working with Bloggers/Moneyball
> Readings:
>> 1. Christopher Barger, Chapter 10 "Working with Bloggers," and Chapter 11, "Moneyball: Winning Big by Going Small," pp. 151-194.
- Reading Response due Friday

Tues., Nov. 7 - The "Hatrix"
> Readings:
>> 1. Jay Baer, Chapter 2 "The Two Types of Haters & the DNA of Complaints," and Chapter 3, "The Hatrix: Who Complains, Where, and Why," pp. 34-62.

Thurs., Nov. 9 - Playbook for Offstage Haters
> Readings:
>> 1. Jay Baer, Chapter 6, "H-O-U-R-S: The Playbook for Hugging Offstage Haters, pp. 127-140.
- Reading Response due Friday

Tues., Nov. 14 - Playbook for Onstage Haters
        Readings:
                1. Jay Baer, Chapter 7, "F-E-A-R-S: The Playbook for Hugging Onstage Haters," pp. 141-162.

Thurs., Nov. 16 - Best Practices Roundup
        Due: Best Practices Report
        Readings:
                1. Ash Read, "A Complete Guide to Instagram Marketing," Buffer, 7/14/16

- Reading Response due Friday

Tues., Nov. 21 - Image Maintenance and Branding
        Readings:
                1. Josh Duboff, "Ghosts in the Star Machine," Vanity Fair, Oct. 2016
                2. Deepa Seetharaman, "What Celebrities Can Teach Companies About Social Media," The Wall Street Journal, 10/14/15.

Thurs., Nov. 23 - No Class / Thanksgiving Break

Tues., Nov. 28 - Persuasive Email Tactics
        Due: Email Assessment Report
        Readings:
                1. Brodie, Email Persuasion, "Read to Me: Effective Strategies to Get Your Emails Opened and Read," and "Talk to Me: Writing Emails that Engage and Persuade," pp. 43-78.

Thurs., Nov. 30 - Measuring Online Success
        Readings:
                1. Kevan Lee, Buffer, "Which Stats Matter: The Definitive Guide to Tracking Social Media Metrics."

Tues., Dec. 5 - Finding Balance: Unplugging
        Due: Readers Choice
        Readings:
                1. William Powers, Chapters 12 & 13 "Not So Busy: Practical Philosophies for Every Day," Disconnectopia," & Afterword, pp. 209-240 in "Hamlet's Blackberry: Building a Good Life in the Digital Age," (2010).

Thurs., Dec. 7 - Roundtable: Readers Choice

Tues., Dec. 12 - Roundtable: Readers Choice

Thurs., Dec. 14 - Last Day of Class
                Distribution of Final