

## ICOM 210: Introduction to Social Media

**Classroom:**

**Time:** Friday, 12 pm

**Website:**

<http://www.thedudemane.net>  
<http://icom210.wordpress.com/>

**Category:**

Intro to Social Media

**Instructor:**

Brad King

**Office:** AJ 389

**Office hours:**

TR: 1230-145  
by appointment (+  
online, off-campus  
as well)

**Phone:** 8692

**Email:** [jbking@bsu.edu](mailto:jbking@bsu.edu)

**Twitter:**

#bsuSM

**Wiki:**

<http://min186.pbworks.com>

### Class Description:

This course combines an examination of social media technologies, applications of emerging technologies on various careers with practical skills aimed at students of all skill levels. Students will build their own website using existing tools, engage in social and mobile networks and deploy a variety of social media applications using pre-existing software tools.

### Objectives

- Understand the historical context of modern social networks as demonstrated through readings, in-class discussions, group presentations, and a written paper;
- Understand the key components necessary for building and maintaining a social network as demonstrated through readings, in-class discussions, a creative project, and a written paper;
- Become proficient in basic software creation tools in order to build a personalized blog and network as demonstrated through a creative project, in-class presentations, and a written paper; and
- Understand how to apply both theory and application towards new markets as demonstrated by a written paper.

### Required Texts:

- Monthly hosting fees for website (roughly \$10 per month for two months)
- Initial domain name registration (roughly \$15)
- Jing Pro (roughly \$15)
- *Mediactive*, by Dan Gillmor
  1. *The Future of Ideas*, by Lawrence Lessig (Graduate Students)
  2. *Small Pieces, Loosely Joined*, by David Weinberger (Graduate Students)

### Assignments:

This class will consist of five types of assignments:

1. **Blog Posts (5):** These response blogs will be published on the main class blog (<http://icom210.wordpress.com>). They will demonstrate a thoughtful

- understanding of the reading assignments, and proficient use of the stated technology (e.g. blog, storify, video, screencast, audio);
2. **Group Presentations (5):** These 8-10 minute group presentations will highlight one particular aspect of the reading, and use the collective research from the group to provide outside analysis to that topic. All presentations will come with a 1-page executive summary;
  3. **1-Sheet (1):** This 1-page paper will outline the student's final blog project, and include in-depth brainstorming and prototyping;
  4. **Paper (1):** This 8-10 page Argumentative Research Paper will be written throughout six weeks, and will answer a research question created by the student. This paper will use primary and secondary research in order to formulate an argument (e.g. social networks are making us smarter);
  5. **Benchmarks (2):** Students will be required to create 5-minute screencasts that demonstrate their websites development. These should focus on new functionalities, additions to the site, analytics, and evaluations, and should avoid descriptions of content.
  6. **Critiques (2):** Students will complete 2 in-depth critique of different classmates' work. One copy of the critique will be delivered to the professor; one copy will be delivered to the student;
  7. **Live Event:** Students will be required to create a live component to their website, one that engages with people in real life in order to build readership on the site or increase engagement. This event will include a 1-page description of the effectiveness of the event with qualitative and quantitative measures.
    - **Final Project:** Students will deliver a 8-10 minute video presentation of their final project, which will include: a site description, a brief rundown and demonstration of the major functions, a brief overview of the community developed, an analysis of metrics, and a description of the evaluations. The conclusion should include a list of what would come next with the site. The presentation will include a post-mortem paper that contains the in-depth information from the presentation.

### Grade Scale

	pts	percentage
A+	873	97-100
A	837	93-96
A-	810	90-92
B+	783	87-89
B	747	83-86
B-	720	80-82
C+	693	77-79
C	657	73-76
C-	630	70-72
D+	603	67-69
D	567	63-66
D-	540	60-62

F	539	<60
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### **Assignment Policies:**

- Papers will be turned in via email or dropbox, no hard copies will be accepted unless stated otherwise
- Papers will be saved as such: lastname.assignmentname
- Papers will be Word documents (.doc, .docx, .rtf)

### **Written Assignments**

- Arial 12, Single Spaced, Single Column, Left Justified, Straight Quotes (and others)
- Your Title Pages will include: your name, class and assignment. Failure to do this will result in a zero for the assignment.
- Please use Works Cited at the end of your academic papers, and use the current edition of APA. In-text citation should follow this format (Author, Year) but you should make sure you use Purdue's OWL to make sure. **If you use FOOTNOTES or ENDNOTES, you will receive no points for your work.**

### **Screencasts/Audio Files**

- Ideally you will record your screencasts as .mov, .avi, or other standard files (e.g. check YouTube's uploading policy); however, if you use Jing's standard version the .swf is fine.

## **Brad's Rules, or How My Classroom Works**

1. Professionalism breeds excellence. You are always under scrutiny. You are evaluated in more ways than simply turning in your assignments.
2. I am not your friend. I am not your parent. I am your professor. It's not personal, I promise you.
3. There is not, nor will there ever be, extra credit in life.
4. If you are going to be late or if you are going to miss class, I will expect to hear from you before the start of class. There are very few acceptable reasons for lateness or absence. You will only know what those are if you contact me ahead of time. If I do not accord me this respect, please do not expect me to waive my fourth rule.
5. However, there are two acceptable excuses for missing class: an illness and a catastrophic family event. Both require you to contact me ahead of time, but please do not worry that you will be penalized.
  - In the case of illness, I will expect doctor's documentation delivered at the start of the next class period. This will be some formal document. An email or hand-written note on a sheet of notebook paper will not suffice.
  - *You* are missing my class. Please do not believe the burden is on me to believe your story.
6. If we have small group discussion groups and critique groups. Please use them. Do not ask me questions until you have discussed those with your group. My first question to you will be: what did your group say? If you have no good answer, I will have no good answer.
7. For simple questions, Google before you ask me. Be curious.
8. If you do not complete the assignments, please do not participate in discussions. Your uninformed opinions only serve to remind us that you did not do the work assigned.
9. Do not ever tell me "you don't know" why you did something when I ask for an explanation about your writing or research. You had a reason. Enough of one that moved you into action. So let's talk about it.

## **My Website**

Outside of the Blackboard environment, I use my own site:

<http://www.thedudeman.net>. All materials you need for this class will be on Blackboard; however, I conduct much conversation with students and the world through that site. It would

- Your class will have its own TAG (located on the left side of the site) where you can see the latest announcements.
- The class syllabus, assignment sheets and rubrics will be available in the BSU tab (located along the top).
- You can also follow me on Twitter: *bsu\_brad* for teaching, *@brad\_king* if you've a hankering for my rants on life, the universe and everything.
- Some of the most interesting student reactions take place on Facebook. Feel free to add me.

- You will not miss out on any classroom instruction if you do not use Twitter and Facebook; you will, however, miss out.

You should check the class website once a day, and certainly the day of class, for recaps of the class and upcoming announcements. On occasion, I am asked to speak or attend an event with little notice. If that happens, I will post this on the site. It is your responsibility to check.

### **Syllabus**

My syllabus is merely a guidepost for the semester. No class ever runs exactly the same. Therefore, like presidential appointments, the syllabus serves at the pleasure of the professor. Subject to change. And to paraphrase the California appellate judge's ruling: all parties are advised to chill.

### **Department Rules**

#### **Equipment Check Out:**

The Integrated Media Lab's checkout policy is that the student returns the equipment 24 hours after renting. The exception is if the student rents the equipment out on Friday, it is not due back until the following Tuesday. If the student fails to return the equipment on time, a warning will be issued for the first offense. After the first offense, the student will not be able to rent equipment from the lab for the remainder of the semester. Hours of lab operation are posted in classrooms and on the lab window.

#### **Saving Documents on Lab Computers:**

If you do not have a Flash drive or some other external hard drive, please make sure that you don't save documents on your lab computer desktop. There is a drive -- THAWSPACE -- where you can create a folder and save your documents. Please do not sully our desktop workspace with your files.

### **Department Writing Statement**

The Department of Journalism regards writing proficiency as essential to the satisfactory completion of all journalism courses. Therefore, department instructors must monitor writing performance and language usage proficiency in all journalism courses. Student grades must reflect both criteria. This means you will be graded on your spelling, punctuation and sentence structure.

### **Disabled Student Statement**

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and hours are...

### **Diversity Statement**

The Department of Journalism is committed to creating an awareness of diversity issues as they relate to the society, to the workplace and to the

## Master Course Schedule

Week	Reading	Video Lecture	Deliverable
1: Jan 11: Course Overview	<p>Syllabus Grade Rubrics</p> <p>“On Life and Work”</p> <p>“Deciderization 2007, a Special Report”</p> <p>No One Know What the F*** They Are Doing:</p> <p><u>No One Knows What the F*** They Are Doing (and my companion piece here)</u></p>	<p>Class + Projects/Overview s</p> <p>“Your Role in Education”</p>	<p>5-minute introductory video; upload to Youtube, password protect, and send link and the password.</p> <p>WordPress Form</p>
2: Jan 18: The Class Technolog y	<ul style="list-style-type: none"> <li>▪ <a href="#">The Class WordPress Blog</a>: Where you will post your <b>Blogs</b></li> </ul> <p>Technology you will use in this class</p> <ul style="list-style-type: none"> <li>• <a href="#">YouTube Channel/My Webcam on YouTube</a></li> <li>• <a href="#">Jing/Screencast</a></li> <li>• <a href="#">Storify</a></li> <li>• <a href="#">Audacity/Garageband/Soundcloud</a></li> </ul> <p>Class Tutorials</p> <ul style="list-style-type: none"> <li>• <a href="#">Class Wiki</a></li> </ul>	<p>“Using the Class Technology”</p> <p><a href="#">The Wiki Classroom</a>: How to use the Class Wiki for group work</p> <p><a href="#">ICOM 210: How the Wiki Works</a>: How to get started with the Class Wiki</p>	
3: Jan 25: What is Social Media, Part 1	<p><a href="#">“Loneliness of a Long-Distance Thinker”</a></p> <p><a href="#">“As We May Think”</a></p>	<p>“What is Social Media, Part 1”</p>	<p><b>Blog:</b> Test Post 1</p>
4: Feb 1: What is Social Media, Part 2	<p><a href="#">“Machines to Think With”</a></p> <p>“Man-Computer Symbiosis + Computer as a Communication Device”</p> <p><a href="#">Research Paper Help</a></p>	<p>“What is Social Media, Part 2”</p> <p>“Writing the Academic Thesis Paper”</p>	<p><b>Paper:</b> Research Question</p> <p><b>Blog:</b> Test Post 2</p>

	<p><a href="#">“Genre and the Research Paper,”</a> (OWL); <a href="#">“Choosing a Topic”</a> (OWL); <a href="#">“Argument Papers”</a> (OWL)</p>	<ul style="list-style-type: none"> <li>• Zotero</li> </ul>	
5: Feb 8:	<p><i>Mediactive</i>: Intro-Chapter 2</p>		<p><b>Blog:</b> Post1</p> <p><b>Group:</b> GP1</p>
6: Feb 15:	<p><i>Mediactive</i>: 3-4</p> <p><u>Research Paper Help</u>  <a href="#">“What is Primary Research”</a> (OWL);  <a href="#">“Annotated Bibliographies”</a> (OWL);  <a href="#">“Evaluating Sources: Overview”</a> (OWL); <a href="#">“Literature Reviews”</a> (OWL)</p>		<p><b>Blog:</b> Post2</p> <p><b>Group:</b> GP2</p> <p><b>Paper:</b> Annotated Bibliography (10)</p>
7: Feb 122:	<p><i>Mediactive</i>: Chapter 5-6</p>		<p><b>Blog:</b> Post3</p> <p><b>Group:</b> GP3</p> <p><b>1sheet</b></p>
8: Feb 29:	<p><i>Mediactive</i>: Chapter 7-8</p>		<p><b>Blog:</b> Post4</p> <p><b>Group:</b> GP4</p> <p><b>Paper:</b> Thesis, Abstract, Keywords, Intro, Annotated Bibliography</p>
9: Mar 7	<p>Spring Break</p>		
10: Mar 14:	<p><i>Mediactive</i>: Chapter 9-11</p> <p>“Setting Up Your Blog/URL”: <a href="http://min186.pbworks.com">http://min186.pbworks.com</a>: Tutorials are here. Please follow the instructions exactly.</p>	<p>“Three Plug-ins Your Site Needs: Google Analytics, Jetpack, Disqus”</p>	<p><b>Blog:</b> Post5</p> <p><b>Group:</b> GP5</p> <p><b>Project:</b> Launch Blog</p>

			Live Event Pre-Sheet
11: Mar 21: Research Methods and Evaluation	<p>“Social Media Analytics: Channeling the Power of the Blogosphere for Marketing Insight”</p> <p>“Likert Usability”</p>	<p>“Finding Knowledge, Evaluation, and Usability”</p> <p>“Google Forms + the Evaluation Process”</p>	<p><b>Paper:</b> Final Due</p> <p><b>Project:</b> Google Evaluation Form</p>
12: Mar 28: Community + Building, Part 1	<p><a href="#">“Social Technographics”</a></p> <p><a href="#">“Players Who Suit MUDs”</a></p> <p><a href="#">“8 Things to Avoid When Building a Community”</a></p>	<p>“The Kinds of People on the Web, and How to Find Them”</p>	<p><b>Project:</b> Benchmark 1</p>
13: Apr 4: Site Work Week #1			<b>Critiques</b>
14: Apr 11: Community + Building, Part 2	<p>“The Strength of Weak Ties”</p> <p><a href="#">“Small Change”</a></p>	<p>“Why Your Friends Can’t Help You Build Your Community”</p>	<p><b>Project:</b> Evaluation Data Due</p>
15: Apr 18: Site Work Week #2			<p><b>Project:</b> Benchmark 2</p>
16: Apr 25: Paper Completion			<p><b>Project:</b> Final Paper</p>
17: May 2: Project + Screencast Completion			<p><b>Project:</b> Final Project + Screencast</p>