A. Rationale/Justification for the Course

Social media has had a profound effect on the communications industry, specifically public relations. The emergence of social media technologies caused the development of a new marketing model – one that includes the user becoming a part of the conversation rather than being an on-looker (Solis, 2010). Recent studies reveal both positive and negative results on how practitioners are dealing with this new phenomenon. Instead of constantly pushing information out to audiences, practitioners find themselves on the other end of the conversation, having to immediately respond to issues that emerge via social media. With this, new skills are needed for practitioners.

An article by Katherine Mangan (2009) from the Chronicle of Higher Education exemplifies that now more than ever institutions of higher education are tweaking their curriculum to incorporate new media, and the increased enrollment numbers are the proof that this is working (Mangan, 2009). Mangan (2009) points out that a portion of the enthusiasm and draw for students … is a new generation of courses retooled for new media – that which includes understanding fundamentals of social media. The Commission on Public Relations Education released *The Professional Bond*, which specifically noted the connection between the profession of public relations and education, and stated that the findings were “developed to demonstrate, facilitate and encourage the kind of linking of public relations education and practice that is the hallmark of any profession” (Commission, pg.3). Mangan’s article embodies similar findings made in *The Professional Bond*. With regards to the findings for undergraduate studies, the report stresses the importance of understanding the demands and changes affecting public relations as a field. Public relations educators must ensure that their students are prepared not only to be proficient in the use of the most recent communication technology, but also to understand and appreciate the societal ramifications of its use. Educators also must use this technology to maximize the effectiveness of their own instruction (Commission, pg. 4).

The report calls for students to not only understand current technology and its use, but to develop skills that will enable them to adapt to rapid changes and advancements (Commission, pg. 44). The report states that it is “insufficient to train students to use current technology; they also must be able to identify and analyze new technologies as they emerge, understand the ramifications and implications and develop strategies for using the latest technologies and dealing with their effects (Commission, pg. 44).

The findings here are critical when looking at communication education. While some institutions of higher education are beginning to incorporate social media tools and tactics into courses, that is not enough. Specific courses dedicated to social media are needed, especially within the public relations major. Thus the new course proposal presented here.

B. Course Information

1. Subject Code and Course Number: JRNL 221

2. Course Title: Fundamentals of Social Media

3. Credit Hours: 3

4. Repeatable for Credit? Yes [ ] No X [ ] If “Yes”, how many total credits may be earned? 

5. Catalog Description (Limit to approximately 50 words):
   Explores emerging social media technologies and studies their application in contemporary PR practice. Topics include: social media, Web 2.0/3.0, blogs, wikis, podcasts, RSS feeds, viral video, social bookmarking, social media news releases, and more. Students learn how to use such technologies to monitor conversations on the Internet, engage online communities, identify influencers, and establish thought leadership.

6. Method of Delivery (Check all that apply.)
   a. Standard (lecture/lab) [ ] X [ ]
   b. Fully Online [ ] X [ ]
   c. Hybrid/ Web Enhanced [ ] X [ ]

7. Grading Mode: Normal (A-E) [ ] X [ ] Credit/No Credit [ ]

8. Prerequisites: Courses that MUST be completed before a student can take this course. (List by Subject Code, Number and Title.)

  

9. Concurrent Prerequisites: Courses listed in #5 that MAY also be taken at the same time as a student is taking this course. (List by Subject Code, Number and Title.)


10. Corequisites: Courses that MUST be taken at the same time as a student in taking this course. (List by Subject Code, Number and Title.)

   

11. Equivalent Courses. A student may not earn credit for both a course and its equivalent. A course will count as a repeat if an equivalent course has already been taken. (List by Subject Code, Number and Title)

   

12. Course Restrictions:

   

Miller, New Course
Sept. ’09
a. Restriction by College. Is admission to a specific College Required?

College of Business  Yes______ No______ X______
College of Education Yes______ No______ X______

b. Restriction by Major/Program. Will only students in certain majors/programs be allowed to take this course?

Yes______ No______ X______

If “Yes”, list the majors/programs

________________________________________________________

________________________________________________________

c. Restriction by Class Level  Check all those who will be allowed to take the course:

Undergraduate  Graduate

All undergraduates____X____  All graduate students____
Freshperson_________  Certificate_________
Sophomore___________  Masters___________
Junior___________  Specialist_________
Senior___________  Doctoral_________
Second Bachelor______  UG Degree Pending____
Post-Bac. Tchr. Cert.____  Low GPA Admit____

Note: If this is a 400-level course to be offered for graduate credit, attach Approval Form for 400-level Course for Graduate Credit. Only “Approved for Graduate Credit” undergraduate courses may be included on graduate programs of study.

Note: Only 500-level graduate courses can be taken by undergraduate students. Undergraduate students may not register for 600-level courses

d. Restriction by Permission. Will Departmental Permission be required? Yes______ No______ X______

(Note: Department permission requires the department to enter authorization for every student registering.)

13. Will the course be offered as part of the General Education Program? Yes______ X______ No______

If “Yes”, attach Request for Inclusion of a Course in the General Education Program: Education for Participation in the Global Community form. Note: All new courses proposed for inclusion in this program will be reviewed by the General Education Advisory Committee. If this course is NOT approved for inclusion in the General Education program, will it still be offered? Yes______ X______ No______

C. Relationship to Existing Courses

Within the Department:

14. Will this course will be a requirement or restricted elective in any existing program(s)? Yes______ X______ No______

If “Yes”, list the programs and attach a copy of the programs that clearly shows the place the new course will have in the curriculum.

Program_________ Public Relations _______ Required______ X______ Restricted Elective____

Program_________ Public Relations _______ Required______ Restricted Elective____

15. Will this course replace an existing course? Yes______ No______ X______
16. (Complete only if the answer to #15 is “Yes.”)
   a. Subject Code, Number and Title of course to be replaced:

   ________________________________________________________________
   ________________________________________________________________

   b. Will the course to be replaced be deleted? Yes___________ No___________

17. (Complete only if the answer #16b is “Yes.”) If the replaced course is to be deleted, it is not necessary to submit a Request for Graduate and Undergraduate Course Deletion.

   a. When is the last time it will be offered? Term_________ Year ________

   b. Is the course to be deleted required by programs in other departments?
      Contact the Course and Program Development Office if necessary.
      Yes_________ No_________

   c. If “Yes”, do the affected departments support this change? Yes_________ No_________
      If “Yes”, attach letters of support. If “No”, attach letters from the affected department explaining the lack of support, if available.

Outside the Department: The following information must be provided. Contact the Course and Program Development office for assistance if necessary.

18. Are there similar courses offered in other University Departments? Yes_________ No_____X____

   If “Yes”, list courses by Subject Code, Number and Title
   ________________________________________________________________
   ________________________________________________________________

19. If similar courses exist, do the departments in which they are offered support the proposed course?

   Yes_________ No_________

   If “Yes”, attach letters of support from the affected departments. If “No”, attach letters from the affected department explaining the lack of support, if available.

D. Course Requirements

20. Attach a detailed Sample Course Syllabus including:

   a. Course goals, objectives and/or student learning outcomes
   b. Outline of the content to be covered
   c. Student assignments including presentations, research papers, exams, etc.
   d. Method of evaluation
   e. Grading scale (if a graduate course, include graduate grading scale)
   f. Special requirements
   g. Bibliography, supplemental reading list
   h. Other pertinent information.

NOTE: COURSES BEING PROPOSED FOR INCLUSION IN THE EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY PROGRAM MUST USE THE SYLLABUS TEMPLATE PROVIDED BY THE GENERAL EDUCATION ADVISORY COMMITTEE. THE TEMPLATE IS ATTACHED TO THE REQUEST FOR INCLUSION OF A COURSE IN THE GENERAL EDUCATION PROGRAM: EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY FORM.
E. Cost Analysis (Complete only if the course will require additional University resources. Fill in Estimated Resources for the sponsoring department(s). Attach separate estimates for other affected departments.)

<table>
<thead>
<tr>
<th>Estimated Resources:</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
</tr>
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<tbody>
<tr>
<td>Faculty / Staff</td>
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<td>SS&amp;M</td>
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<td>Equipment</td>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

F. Action of the Department/School and College

1. Department/School
   Vote of faculty: For ___  Against ___  Abstentions ___
   (Enter the number of votes cast in each category.)

   [Signature]
   Department Head/School Director
   Date: 5/12/2012

2. College/Graduate School

   A. College

      [Signature]
      College Dean
      Date

   B. Graduate School (if Graduate Course)

      [Signature]
      Graduate Dean
      Date

G. Approval

   [Signature]
   Associate Vice-President for Academic Programming
   Date
SAMPLE SYLLABUS

Syllabus
Fundamentals of Social Media JRNL 221

Professor Contact Info:
Gina Luttrell, Assistant Professor
Office: 614A Pray Harrold
Phone: 734.487.3172
Twitter: @ginaluttrell
email: rluttrel@emich.edu

This Syllabus is Subject to Change

In April 2006, Richard Edelman, CEO of the largest independently owned PR firm in the world, told an audience of PR professionals that:

"The media, communications, and marketing landscape in which the public relations industry was developed is being knocked down [...] It is the decline of media based on a top-down model of communications. In this model, a small group of elites are briefed in advance with messages that are too often tightly scripted to brief the national newspaper, broadcast networks and newsmagazines. The message is then simplified and communicated to a mass audience via advertising or as "earned" editorial. This model is premised on the audience being passive receptors for the message [...] In the emerging model, as epitomized by YouTube, MySpace, Oh My News and Wikipedia, ordinary people provide content to others. Ideas and information are passed virally. This consumer generated content alters the laws of control of message. Many are calling this new social and user driven media 'Web 2.0.'"

In this course, students will explore emerging social media technologies and study their application in contemporary PR practice. Students will not only examine these technologies from a theoretical perspective by reading scholarly research and writings from PR professionals, but will also learn how to use and author content for such online PR tools. Technologies covered will include: blogs, microblogs, collaboration tools, podcasts, RSS feeds, viral video, social bookmarking, and other emerging web technologies. Students will also study how to use such technologies to monitor conversations on the Internet, engage online communities, identify influencers, and establish thought leadership.

Method of Delivery:
This course will be offered in a hybrid format combining lecture and online learning components.

Students must have a computer with on-line access to the Internet and EMUOnline.

The instructor will present in-class discussion-lectures and online components. Students may work individually and in small teams depending on the project or assignment. Students read and apply the concepts in the course text book and other course-related materials or as found in newspapers, online journals, papers and TV. The course can require as many as 4—6 hours of homework per week above and beyond in-class and online class instruction. Student projects include the instructor throughout the development process of any projects.

General Education Rationale:
As a course in the “Knowledge of the Disciplines: Social Science” component of the General Education curriculum, this course introduces the origins of, issues emerging from, empirical study and scholarship about the use of social media. An overview of the history of social media, how social media has permeated society in general, and the via the lens of public relations how social media is used in business today will be covered. The class is also designed to facilitate critical, analytic, interdisciplinary, reflective modes of thinking about these media. With more than one billion people using the Internet, more than half that number are participating in social network services, understanding social media has become essential to taking an informed stance about the media environment that influences (and is influenced by) a substantial portion of the world's population. The underlying assumption of this exploration, and its overarching goal, is that your informed use of social media will have an effect on the eventual shape of the emerging infosphere.

This course will introduce students to the fundamentals of social media. Where did social media originate, what are the various forms of social media, who uses them, who gains from them, and how are they transforming the media landscape and the way we inhabit the world? Students will become familiar with a range of social media tools, and analyze and discuss their uses and implications -- specifically for those entering into Public Relations. Through writing assignments, applied tasks and course projects, students will explore both theory and practice of social media.

**Objectives/Goals/Student Outcomes:**

Recent research (Mangan, 2009; Commission, 2006) calls for students to not only understand current technology and its use, but to develop skills that will enable them to adapt to rapid changes and advancements (Commission, pg. 44). The Commission on Public Relations Education released *The Professional Bond*, which specifically noted a connection between the profession of public relations and education. The report stated that students “must be able to identify and analyze new technologies as they emerge, understand the ramifications and implications and develop strategies for using the latest technologies and dealing with their effects (Commission, pg. 44). Accordingly, the overriding goal of this course is to carefully analyze various theories, models, claims and practices related to public relations and business ethics and to examine its impact on culture and society. Public relations educators must ensure that their students are prepared not only to be proficient in the use of the most recent communication technology, but also to understand and appreciate the societal ramifications of its use. Educators also must use this technology to maximize the effectiveness of their own instruction (Commission, pg. 4).

The main objectives of this class are to encourage students to explore and analyze social media within the field of public relations – and businesses in general. Additionally, this course will introduce students to a variety of social science methodologies while emphasizing the unique contribution and impact of social media and public relations, institutions, society and culture. Therefore, at the conclusion of this course, students will

- Understand the strategic PR functions social media can perform
- Understand the need to stay abreast of advances in communication technology in order to succeed as a PR professional
- Understand how the PR industry is incorporating new media and social media technologies into contemporary PR practice
- Learn how to locate the information and the technical know-how to help you stay abreast of those advances
• Learn to create and adapt text for online PR tools

• Utilize blogging, FB, Twitter, podcasts as they relate to PR

• Gain a deep understanding of contemporary contexts for media use, production, and circulation.

• Gain a working knowledge of several digital and social media tools and applications.

• Think in new ways about how information and culture are shared and organized.

• Be able to critically discuss the effects of the use of computer-mediated communication within the corporate and nonprofit environments served by the PR industry

• Describe different theories of ethics – both consequential and non consequential

• Understand the historical and contemporary issues of social media and what public relations practitioners are facing in businesses in general

• Define and understand social science theories as they relate to social media

• Identify and analyze social media tactics as they relate to public relations and business in general

• Use social science methods to gain an understanding of how they relate to social media within the systematic study of society and culture

• Use social science methods to analyze messages communicated via social media by public relations professionals and other business leaders

• Understand the role social media plays in effective communication, as well as business planning, policy and action

• Explore and understand the impact effective public relations ethics and communication has on businesses, organizations and peoples globally

• Understand the differences in and relationships between quantitative and qualitative research in public relations and social media.

• It is also important to note that the practice of public relations relies heavily on communication with an emphasis on writing. Therefore, another objective of this course is to help students advance their public relations writing skills specifically as it relates to social media.

• Because being effective and persuasive online requires excellent written communication skills, this course will be writing intensive, both on the page and on the screen.

**Required Text Books:**
Request for Approval of a General Education Course (continued)


Because this is a course that deals with current events, other readings and assignments may be incorporated directly from current news and events. These are not reflected in the syllabus.

Materials/Equipment – Students provide their own storage media to back up files and work (e.g. hard drives, discs, etc.). Students will provide a portable hard drive that will enable them to bring their coursework to class. Students must have access to a computer, the Internet, and may be required to open social networking accounts that include, Twitter, Facebook, Wordpress, Vimeo, Blogtalk radio, and Audacity.

Academic Integrity
Students at Eastern Michigan University are expected to be honest in every aspect of their academic work. Plagiarism, cheating, academic misconduct, or any other submission of another's work as one's own is unacceptable. Students working in groups are each individually responsible for the academic integrity of the entire group project. In a situation where the course instructor determines that, more likely than not, a breach of academic integrity has occurred, the incident will be reported, according to the plagiarism policy as defined by Eastern Michigan University.

The Writing Center: EMU Writing Support

The University Writing Center (115 Halle Library) offers one-to-one writing consulting for both undergraduate and graduate students. Students can make appointments or drop in between the hours of 9 a.m. and 6 p.m. Mondays through Thursdays and from 11 a.m. to 4 p.m. on Fridays. Students should bring a draft of what they’re working on and their assignment.

The UWC also offers small group workshops on various topics related to writing (e.g., Reading in College: Tips and Strategies; Incorporating Evidence; Revising Your Writing). Workshops are offered at various times Monday through Friday in the UWC. To register for a workshop, click the "Register" link from the UWC page at http://www.emich.edu/english/writing-center.

The Academic Projects Center (116 Halle Library) offers one-to-one consulting for students on writing, research, or technology-related issues. No appointment is required – students can just drop in. The APC is open 11 a.m. - 5 p.m. Monday-Thursday. Additional information about the APC can be found at http://www.emich.edu/apc. Students visiting the Academic Projects Center should also bring with them a draft of what they’re working on and their assignment sheet. The UWC also has several satellite sites across campus—in Sill Hall for COT students, in Marshall for CHHS students, in Pray-Harrold for CAS students, in Porter for CHHS and COE students, and in Owen for COB students. The locations of these sites and their hours will be posted on the UWC web site http://www.emich.edu/english/writing-center.

Email Procedure – When emailing the professor students must use the following format: Subject line: JRNL 221 Fundamentals of Social Media: NAME

CHANGES
This syllabus is subject to change during the semester. Changes will be announced in class and on EMUOnline.
Assignment Percentage Breakdown:
Blogging (online component) 20 pts
Position Paper 10 pts
Podcast 10 pts
Social Media Audit 10 pts
Book Review 15 pts
Oral Report/Class led discussion 5 pts
3 Quizzes 15 pts
Final Paper 15 pts
Total 100 pts

Final Grades:
A (96 – 100) = Superior  
A- (90 – 95)
B+ (87 – 89)  
B (83 – 86) = Good  
B- (80 – 82)
C+ (76 – 79)
C (70 – 75)
D (65 – 69) = Passing
F (below 64)

Assignments:

Quizzes – 5 pts each, quizzes will be averaged for one final quiz grade.
Three quizzes will be given throughout the semester to test students on the material being taught.

Book Review – 15 points.
During this course, students will read and critique social scientific approaches to social media research featured in texts, academic journals, lectures and popular culture. They will conduct original media research (such as content analysis, surveys, and focus groups) and present it to the class.

Example:
Numerous books are being published about various aspects of social media. Students might choose a relevant book and write a 2-to-3-page analysis based on the concepts discussed in class.

Assessment:
Students would be evaluated through their ability to write concisely while still giving the reader a comprehensive overview of the book’s contents, where it fits into the social media landscape, and a substantiated evaluation. Students should not merely summarize the content, but critically analyze how well the author(s) presented their arguments, how convincing you found them, and whether the book contributes to our understanding of social media in some fashion. Students will cite readings from the class in arguments presented.

A strong book analysis will:

- briefly identify the author(s) and their authority on the subject (e.g., as journalists, social media consultants, academics, etc.), situating them in the social media landscape;
- briefly discuss the book’s main points (for edited collections, provide an overview of what you deem the most significant chapters);
- evaluate the book’s strengths and weaknesses;
- explain how this book changes the way the reader should think about the specific topic, and social media in general;
be written clearly and concisely, using proper grammar and syntax, correct style formatting, and clear organization to help the reader follow your argument.

**Oral Report/Class Led Discussions – 5 points.**
Students will conduct original media research and will present their findings to the class. Some acceptable research methods will include survey research, focus groups, content analysis, audience research, and other statistical analysis of news coverage. Students will be encouraged to work in groups in order to divide the work as well as to create peer-bonding opportunities. Each group will make oral reports to the class, using the time to educate the class about the selected topic. Groups will be required to incorporate public relations/social media themes into the presentations, including but not limited to: the “new media room,” Twitter, IMPR (Integrated Marketing Public Relations), Facebook, blogging, Youtube, Wikis, virtual communities, and traditional vs. new media communication plans.

**Assessment:**
Class led student discussions (oral report) will be assessed on the basis of connecting research to the theories and social science techniques explored in the course. Individual student presentations also will be measured using some of these same methods to determine levels of response and participation.

**Position Paper – 10 points.**
Students will write a position paper to encourage reflection on a topic relevant to the course and gain experience applying the complex concepts addressed in the cornerstones.

Students will write no more than one single-spaced page on one of the following topics (choose one):

- Should social media be used in all (or most) college classrooms? OR
- In what ways do social media affect people and/or organizations who do not participate in them? OR
- In what ways is social media changing the business landscape in how they interact with consumers? OR
- How is social media revolutionizing the field of public relations?

Students may also choose a topic more closely related to their field of study (for example, Fashion PR or Sports Entertainment), but all topics will need to be discussed with the professor prior to starting.

Position papers will be graded according to the following criteria:

- Appropriate reference to and use of concepts from the course
- Logical argument that clearly supports your position and is sustained by references (rather than simply opinion)
- Clear and correct writing

**Blogging Project (online component) – 20 points.**
In order to get a feel for the social media technologies we will be discussing in this class, you will need to learn how to use all of them first. Since we will be talking quite a bit about blogs, you will be required to launch your own PR blog and post to it throughout the semester. At the end of the course, your blog will document your progress and growth throughout the semester.
You are required to make two blog posts a week (for purposes of this assignment, weeks start on Monday and end on Sunday):

- One of those posts will be a reaction to the week’s reading assignment.
- The other one will be an original post in which you discuss interesting usages of social media that you stumbled across, or examine new social media technologies.

You can also share your thoughts on how the PR industry is using/should use social media, or on how communication theories can be applied to social media PR practice.

As you can tell, pretty much any topic is fair game for the second post as long as it pertains to the class and the field of PR. The idea is to get you to engage the course material critically and to have you keep your eyes open for interesting material to blog about. I want you to become an active learner and to start being on the lookout for material to incorporate into the class instead of relying on me, as the instructor, to tell you what is important.

By the end of the class, you should have a total of 12 blog posts for the course.

**Deliverables:**

- 2 posts a week - it doesn’t matter what day of the week you blog.
- Use tags to identify the week you wrote your blog post and whether it is an original post or a reaction to the reading. For instance, the tag “week3r” means that this is your reaction to the readings for week 3 and “week3o” means that this is your original post for week 3.
- Use other appropriate tags to describe each post
- Link to the sources you use in your post & **credit them (cite, cite, cite)**

**Blogs that will assist you in this project:**
- www.briansonfire.com/blog
- www.Chrisbrogan.com
- www.Mashable.com
- www.Problogger.net
- www.Web-strategist.com/blog
- www.Pr-squared.com
- www.socialmediamclub.org
- www.beingpeterkim.com

**Social Media Audit: (required 2-3 pages) – 10 points.**
This assignment gives you an opportunity to learn how to monitor blog and other social media content in a way that provides similar insight offered by more traditional environmental scanning methods. Many people will discuss your client or organization and its products/services on their own Web sites or on social media sites, outside the of realm traditional media. Just as it is important for you to know what the media and your community are saying about your organization and its products/services, it is important to know what is being said in social media sites like blogs, social networks, and microblogs.

For this assignment, you will:

- monitor the online conversation that has occurred about an organization or brand of your choosing during the past four weeks
- create a table for your data, and
- write an analysis of the conversation with suggestions for action.
You might find bloggers who are blogging about your client organization or brand, people who are creating Web sites about it, message board members who are discussing it in forums, Twitter users who are tweeting about it, social networking users who are commenting about it, or online video producers who are posting YouTube videos about it.

Step One: Complete Background Reading
Follow this link to find resources on social media monitoring.

Step Two: Monitor
- Choose an organization or brand to monitor.
- Identify key search terms for your client. Don’t just rely on the organization’s name. Include things such as the CEO name, product names, or issues.
- Now, monitor consumer conversation about your organization or brand:
  - Check out Twitter and run a search for your client. IceRocket also offers a search of Twitter.
  - Search Flickr groups to see if there is a group about your client. Flickr also offers a message board. Scan the photos for interesting information.
  - Conduct keyword searches on various blog search engines like IceRocket, Technorati, blogsearch.google.com for blogs about your organization or brand.
  - Search the Web for Web sites about your organization or brand.
  - Find Facebook and MySpace pages created by fans or critics of your organization/brand.
  - Search message boards (http://messages.yahoo.com/) for users who post about your organization/brand or boards dedicated to your organization/brand.
  - Set up a Google alert on key words.
- Your goal is to find 10 nuggets of information across multiple social media about your organization or brand. **NOTE:** Do NOT use social media channels, profiles, or boards that are sponsored by your company or brand or use information from articles published by mainstream media sources.

Step Three: Create a Data Table
Create a table with the following columns: Source, source credibility, date/time, comments. You can use Quantcast or Technorati to provide some statistics about a blog or Web site.

Step Four: Write the Report
The report part of this project will:
- Be approximately 2-3 pages.
- Be formatted in an attractive way. For this assignment, I would recommend a single-column document, singlespaced with a space between paragraphs.
- Include a purpose, methodology, results, and conclusion (see below for more explanation).

**Purpose:**
First, introduce your organization/brand and provide additional facts about it. Then include a statement of purpose that describes the need to monitor the online conversation about your organization/brand.

**Methodology:**
The methodology section describes how you conducted your research. What social media sites did you visit? How did you locate these sites? What is the timeframe (specific dates)? How did you determine the credibility of sources?

**Results:**
The results section is the most important section of the report and, therefore, should be the longest. In this section, you will summarize what you learned about the organization/brand after reading the online conversations. You should organize the information by category.

Conclusion:
In this section, the researcher(s) will briefly interpret the results. Summarize your results and make suggestions for improvement.

Podcasting Assignment - 10 points.
A key component to a PR practitioner’s job is to be persuasive. In this assignment students will create informative and persuasive communicative messages in different mediated contexts.

We live in a world where anyone can create her or his own audio or video production and display it for the world. One such medium, podcasting, has become wildly popular. To help you understand what podcasts are and how they are changing modern media, start by reading the article, "What is Podcasting?" from Journalism.org.

Using the free audio editing program Audacity (free to download at http://audacity.sourceforge.net/), you will create a 5 to 10 minute Podcast explaining the history of a specific concept or theory discussed within the textbook. You must cite at least 3 peer-reviewed sources within your podcast. You cannot use the same topic you used for the voiced-over PowerPoint presentation for this assignment.

Furthermore, only one person can create a podcast on a specific subject, so please make sure you post which topic you’ve chosen in the general discussion board found on EMUOnline. As always, this is a first-come, first-get process, so don’t wait until the last minute to select your topic. The following is a list of the fundamental components of your podcast:

- Must be a public relations topic discussed in the textbook.
- You must use three sources (not from the textbook). One of your sources MUST be peer-reviewed.
- You must use music of some kind within the podcast.
- You must have at least one clear transition, a musical interlude that helps you switch topics, within the podcast.
- Podcast should be formatted as a news-based story on your topic, but from the PR practitioner’s stance.

To learn how to create and edit a podcast in Audacity, check out the following online tutorials:

- How To Podcast
- eHow: Audacity
- Audacity Tutorial
- Guides and Tutorials: Audacity
- Google Docs: Audacity
- WikiEducator: Using Audacity

Final Project -15 points.
The purpose of the final project for this class is to give students the opportunity to deepen their knowledge of a particular area or aspect of social media, apply course concepts, and synthesize the conceptual and practical dimensions of social media in a manner that suits their own interests and goals.
The final paper should be 7-10 pages in length, critically analyzing a specific topic related to social media. The topic may be an in-depth examination of an issue touched upon in class, such as social media as it relates to a company's overarching goals, or of a subject of interest to the student but not specifically included in the syllabus, such as the conversation prism or the new social media university. Topics may explore specific applications of a single platform (e.g., Twitter use in nonprofit organizations); general categories of platforms (e.g., analysis of several location-based social media tools); or one of the cornerstone perspectives across numerous categories of social media tools and practices (e.g., an in-depth analysis of economic and ownership issues in social media).

The final paper is an individual project, with all work carried out and presented by a single student. Papers should include a clear thesis statement, logical argument, and rely on some combination of secondary sources from scholarly literature (at least 5 citations) and nonacademic sources (at least 5 citations), including practical examples where relevant. Additionally, primary research is preferable wherever possible. Research papers should be written and formatted according to an established style guide (APA style).

The Paper Proposal:
Proposals for a research paper as final project should be approximately 1-2 pages in length, and include the following:

- A brief description of the topic. The topic should be narrow enough to be feasibly addressed within the assigned page limit;
- A description of the type of research to be conducted (secondary only, or primary and secondary, with a description of the proposed methods if using primary research);
- A provisional list of sources (at least 5 total), so I can see whether you are researching the right materials for your topic.

Assessment:

The final project is assessed on the quality of the research paper, documents and chronicle, and other output agreed upon in advance. Top-quality work will present a clear direction, well reasoned argument, incorporate and expand upon concepts and skills learned in class, and are articulately written and discussed.

THIS SYLLABUS IS SUBJECT TO CHANGE AND/OR MODIFICATION
CHANGES WILL BE ANNOUNCED IN CLASS AND POSTED ON EMUONLINE
## RUBRICS

### Blogging Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Expert-5 points</th>
<th>Master-4 points</th>
<th>Apprentice-3 points</th>
<th>Novice-1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical</strong></td>
<td>Blog entry shows evidence of thorough preparation through critical reading and</td>
<td>Blog entry shows evidence of preparation through reading and reflection with</td>
<td>Blog entry shows little evidence of preparation through reading and reflection.</td>
<td>Blog entry shows no evidence of preparation through reading or reflection.</td>
</tr>
<tr>
<td>Reading</td>
<td>reflection thereby demonstrating an integration of relevant concepts, ideas, and</td>
<td>some integration of ideas. Author speaks as one who has knowledge to share but</td>
<td>Author speaks as one who has knowledge to share but without depth or breadth.</td>
<td>Author speaks as one who has nothing to offer.</td>
</tr>
<tr>
<td></td>
<td>principles. Author speaks as one who has a breadth and depth of knowledge.</td>
<td>at minimal depth or breadth</td>
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<tr>
<td><strong>Critical</strong></td>
<td>Blog entry demonstrates use of upper level thinking (analysis, synthesis, and</td>
<td>Blog entry demonstrates moments of upper level thinking (analysis, synthesis, and</td>
<td>Blog entry demonstrates no upper level thinking (analysis, synthesis, and</td>
<td></td>
</tr>
<tr>
<td>Thinking</td>
<td>evaluation) and illustrates a thoughtful approach to the content. Author</td>
<td>evaluation) and illustrates a thoughtful approach to the content. Author</td>
<td>evaluation) and illustrates a careless approach to content. Author shows signs of</td>
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<td></td>
<td>demonstrates growth in their thinking.</td>
<td>demonstrates growth in their thinking.</td>
<td>growth in their thinking.</td>
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<tr>
<td><strong>Creative</strong></td>
<td>Blog entry conveys evidence of creative thinking through original ideas and</td>
<td>Blog entry conveys evidence of creative thinking through some original ideas and</td>
<td>Blog entry conveys an attempt at creative thinking but the ideas are lacking and</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>the integration of various forms of media to supplement the writing throughout</td>
<td>the integration of some forms of media to supplement the writing. Author</td>
<td>additional forms of media add little to the entry. Author demonstrates an effort</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the entire entry. Author demonstrates a new way of looking at an idea.</td>
<td>demonstrates an intriguing but not necessarily new way of looking at an idea.</td>
<td>to be original but needs to further develop their ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Quality of</strong></td>
<td>Blog entry is clear, concise, coherent and easy to understand demonstrating</td>
<td>Blog entry is mostly clear, concise, and coherent with a nice writing style.</td>
<td>Blog entry is not always clear and coherent making it difficult to understand at</td>
<td></td>
</tr>
<tr>
<td>Entries</td>
<td>elements of a strong</td>
<td>Blog entry is</td>
<td>times. Blog entry</td>
<td>Blog entry should not be</td>
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<tr>
<td>Community of Practice</td>
<td>Request for Approval of a General Education Course (continued)</td>
<td></td>
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<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------</td>
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</tr>
<tr>
<td>Blog entry and blogger demonstrates active participation in the blogging community by connecting, commenting, and hyperlinking. Author demonstrates a scholarly approach by connecting major ideas back to original authors via hyperlinks and citing resources as well. Replies show careful thought to the comments of others and they reply in a manner that promotes conversation. Replies show careful thought, challenge peers to think critically, and spark scholarly dialogue and community building.</td>
<td>Blog entry and blogger demonstrates an attempt at participation in the blogging community by connecting, commenting, and hyperlinking. Author demonstrates a scholarly approach by connecting major ideas back to original authors via hyperlinks and citing resources as well. Replies show some thought to the comments of others and promotes conversation.</td>
<td>Blog entry and blogger demonstrates little participation in the blogging community and lack signs of connecting, commenting, and hyperlinking. Author demonstrates a lack of a scholarly approach by not connecting major ideas back nor citing resources. Replies are surface level and do not promote conversation.</td>
<td>Blog entry and blogger demonstrates no participation in the blogging community. Author demonstrates a no scholarly approach. Replies are not provided.</td>
<td></td>
</tr>
<tr>
<td>CATEGORY</td>
<td>Excellent A-Level Work (10-9 points)</td>
<td>Good B-Level Work (8-6 points)</td>
<td>Satisfactory C-Level Work (5-3 points)</td>
<td>Needs Improvement D-Level Work and lower (2-0 points)</td>
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<td>--------------------------</td>
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<td>--------------------------------------------------</td>
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</tbody>
</table>
| Introduction             | Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately. | Describes the topic and engages the audience as the introduction proceeds. | Somewhat engaging (covers well-known topic), and provides a vague purpose. | Irrelevant or inappropriate topic that minimally engages listener. Does not include an introduction or the purpose is vague and unclear. |}
| Host Introduction        | Tells who is speaking, date the podcast was produced, and where the speaker is located. | Tells most of the following: who is speaking, date of the podcast, and location of speaker. | Alludes to who is speaking, date of the podcast, and location of speaker. | Speaker is not identified. No production date or location of the speaker is provided. |}
| Accurateness of Content  | Creativity and original content enhance the purpose of the podcast in an innovative way. Accurate information and succinct concepts are presented. | Accurate information is provided succinctly. | Some information is inaccurate or long-winded. | Information is inaccurate. |}
| Usefulness of Podcast    | The topic chosen lends itself for presentation in a podcast. | The topic chosen may not be the best topic for a podcast. | The topic chosen may be better off as a vodcast and not a podcast. | The topic chosen really doesn’t lend itself well for delivery in a mediated context. |}
| Use of Vocabulary        | Vocabulary enhances content. | Vocabulary is appropriate. | Vocabulary is adequate. | Vocabulary is inappropriate for the audience. |}
| Keeping on Topic         | Keeps focus on the topic. | Stays on the topic. | Occasionally strays from the topic. | Does not stay on topic. |}
| Conclusion               | Conclusion clearly summarizes key information. | Conclusion summarizes information. | Conclusion vaguely summarizes key information | No conclusion is provided |}
| Using External Sources   | All sources used within the podcast are peer-reviewed clearly relate to the overall topic. | Most of the sources are peer-reviewed and relate to the overall topic. | The sources used within the podcast are peer-reviewed and deal with the correct subject but really do not supply useful | The sources are either non-peer-reviewed or do not relate to the assigned topic. |}
<table>
<thead>
<tr>
<th>Sources - Cited</th>
<th>All sources are cited within the podcast clearly providing enough information for listeners.</th>
<th>All sources are cited within the podcast, but the information is not completely clear.</th>
<th>Most of the sources are cited within the podcast and/or the information is confusing.</th>
<th>The sources used for the podcast are not clearly cited.</th>
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</thead>
<tbody>
<tr>
<td><strong>Delivery</strong></td>
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<tr>
<td>Smoothness of Delivery</td>
<td>Well rehearsed, smooth delivery in a conversational style.</td>
<td>Rehearsed, smooth delivery.</td>
<td>Appears unrehearsed with uneven delivery.</td>
<td>Delivery is hesitant, and choppy and sounds like the presenter is reading.</td>
</tr>
<tr>
<td>Vocalic Delivery</td>
<td>Highly effective enunciation, expression, and rhythm keep the audience listening.</td>
<td>Enunciation, expression, pacing are effective.</td>
<td>Enunciation, expression, rhythm are sometimes distracting.</td>
<td>Enunciation of spoken word is not clearly understandable or expression, and rhythm are distracting throughout the podcast.</td>
</tr>
<tr>
<td>Use of Grammar</td>
<td>Correct grammar is used throughout the podcast.</td>
<td>Correct grammar is used during the podcast.</td>
<td>Occasionally incorrect grammar is used during the podcast.</td>
<td>Poor grammar is used throughout the podcast</td>
</tr>
<tr>
<td><strong>Use of Music</strong></td>
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<tr>
<td>Use of Music</td>
<td>Music is used at the beginning of the podcast, during transitions, and at the end of the podcast.</td>
<td>Music is used at the beginning and end of the podcast, but not during transitions.</td>
<td>Music is only used at the beginning or end of podcast.</td>
<td>Music is not used during the podcast.</td>
</tr>
<tr>
<td>Musical Choice</td>
<td>Music enhances the mood, quality, and understanding of the presentation.</td>
<td>Music provides supportive background to the podcast.</td>
<td>Music provides somewhat distracting background to the podcast.</td>
<td>Music is distracting to presentation.</td>
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<tr>
<td><strong>Technical Production</strong></td>
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<tr>
<td>Transitions</td>
<td>Transitions are smooth and spaced correctly without noisy, dead space.</td>
<td>Transitions are smooth with a minimal amount of ambient noise.</td>
<td>Transitions are uneven with inconsistent spacing; ambient noise is present.</td>
<td>Transitions are abrupt and background noise needs to be filtered.</td>
</tr>
<tr>
<td>Volume</td>
<td>Volume of voice, music, and effects enhance the presentation.</td>
<td>Volume is acceptable.</td>
<td>Volume is occasionally inconsistent.</td>
<td>Volume changes are highly distracting.</td>
</tr>
<tr>
<td>Length</td>
<td>Podcast length (5-10 minutes) keeps the audience interested and engaged.</td>
<td>Podcast length keeps audience listening.</td>
<td>Podcast length is somewhat long or somewhat short to keep audience engaged.</td>
<td>Podcast is either too long or too short to keep the audience engaged.</td>
</tr>
</tbody>
</table>
### Position Paper Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research/ Methodology</td>
<td>• Innovative or original approach</td>
<td>Writer has accomplished well most of the components of this category</td>
<td>Writer has made a modest attempt to meet the components of this category, but there are significant gaps or flaws</td>
<td>Writer has made almost no attempt to meet the components of this category</td>
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</tr>
<tr>
<td>(55%)</td>
<td>• Reasoning and arguments within norms of scholarly conventions</td>
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<td></td>
<td>• Work is compelling and readable</td>
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<td></td>
<td>• Selection and use of sources indicate careful, purposeful research</td>
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<tr>
<td>Format (35%)</td>
<td>• Clearly stated position or thesis</td>
<td>Writer has met almost all of the format requirements, with perhaps brief digressions or lapses</td>
<td>Some attempt has been made to meet these format requirements, but gaps or disconnects are present</td>
<td>Writer shows little awareness of format requirements</td>
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<td>• Position or thesis is supported with well-selected ideas and concrete details</td>
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<td></td>
<td>• Clear organizational plan</td>
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<td></td>
<td>• Coherent presentation</td>
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<td></td>
<td>• Use of transitions</td>
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<td></td>
<td>• Conclusion/restatement is decisive and convincing</td>
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<tr>
<td>Requirements (10%)</td>
<td>• Cover</td>
<td>Assigned requirements are largely accomplished in this paper</td>
<td>Writer has made an uneven effort to accomplish paper requirements</td>
<td>Few, if any, of the requirements are present in this paper</td>
<td></td>
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<tr>
<td></td>
<td>• Text</td>
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<tr>
<td></td>
<td>• Works Cited</td>
<td></td>
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<tr>
<td></td>
<td>• On time</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
Bibliography


Boyd, Danah M., (2009, February 26). "Social Media is Here to Stay... Now What?" Microsoft Research TechFest. Redmond, WA.


