COMM227801, Social Media

Summer 2, 2018
June 25 – August 2
Tuesday and Thursday, 6-9:15 pm

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Office Hours: Tuesday 5-6 pm

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Communication Department Mission Statement
The Boston College Department of Communication is committed to the intellectual and ethical development of analytical and creative communication skills in our students, with particular emphasis on the effective functioning of circuits of communication, the impact of technological innovation on human beings and institutions, and the power relationships that develop through this interaction.

Course Description
This course explores the history, development and use of social media. It connects to the liberal arts and the digital humanities through the lens of social justice. It will build a foundation of knowledge about social media with project-based research. The course identifies the established disciplinary fields of the humanities such as philosophy, literature, culture, religion, art, music, history, politics and language in comprehending the world, using these fields as a foundation with which to critically explore various modes of expression, ideas and values in social media about social justice. Students will have the opportunity to identify contemporary issues in social media in projects that reflect critical thinking goals.
Textbooks & Readings (Required)
No Textbook is required for this course. All Readings are available through the class Canvas portal.

Textbooks & Readings (Recommended)
Please use Canvas for readings.

Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more—all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here.

Resources are available in the O’Neill Library to support students’ use of Canvas and on-line links. The Discussion in this class are available through the Canvas portal. All written work is submitted electronically through Canvas.

Course Objectives
1. This course will build a foundation of knowledge about SM with project-based research about the Humanities in the digital environment, enabling students to answer the question: What am I learning about Social Media and its application to Social Justice in order to positively contribute to society?

2. Identify contemporary issues in Social Media, Social Justice projects that reflect critical thinking and the goals associated with the public good.

3. The student will demonstrate knowledge, skill and/or competency, across cultural settings and will learn the impact of culture, gender, and age as demonstrated by the development of reflective analysis about Social Media in the context of Social Justice.

4. The student will demonstrate ethical knowledge, skill and competency pertaining to Social Media as demonstrated by the creation of course content that reflects the challenges of researching issues of public concern.

5. Students should keep in mind the question: What am I learning about Social Media and its application to Social Justice in order to positively contribute to society?

Grading
Students will be required to meet clearly defined goals for each module of the course. The criteria for grading will be provided by the instructor in advance of the due date in Rubrics that assist students achieve the course objectives. Due to the content of the course and the expectation that students will achieve proficiency in skills associated with some Social Media applications, grading will acknowledge the challenge of awarding grades in digital media production. Class meetings will be utilized as a collaborative space in which students can work with each other to refine their work to improve grades and learning opportunities.

The undergraduate grading system for Summer Session is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

**Deadlines and Late Work**

Students should recognize the demands of a course that actively investigates and uses Social Media. The approach taken in this course is based on projects that are time sensitive, requiring students to be conscientious about submitting work by the due date. Deadlines are itemized in the class schedule below.

Late work will be penalized half a letter grade for each missed day, unless an extension is negotiated with the instructor.

**Course Assignments**

It is expected that you will spend 8-10 hours per week on out-of-class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.

Details of the requirements for each assignment will be available through Canvas on the day of the first class meeting.

Assessment includes the following:

**Social Media**
- Introductory reflection on SM (Teens and Media) (4 pages): - 10%
- Establishing an on-line presence on Twitter and a Blog – (5 % each) 10%
- Posting three time each week (after week one) on each site - 20%

**Social Justice**
- A five-page essay about the principles of Social Justice in the Social Media context - 15%
- Canvas Discussions and final in-class Reflection - 10%

**Final Project**
- Using material created during the semester, combine your work from the semester into a cohesive Digital Portfolio - 35%

**Course Schedule**

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<thead>
<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Reading/Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1: June 26</td>
<td>Introductions</td>
<td><em>How &amp; why</em> to use Social Media</td>
<td>--------------------------</td>
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<tr>
<td>1: June 28</td>
<td>Historical, Contextual Questions</td>
<td>Baym 1 and 2 (C), <em>Teens and Friendship</em></td>
<td>--------------------------</td>
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<tr>
<td>2: July 3</td>
<td>SM in Practice</td>
<td>Reddit, New Yorker, Horeck (C)</td>
<td>Establish Twitter and Blogging</td>
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<td>2: July 5</td>
<td>Key Concepts</td>
<td>Fuchs (C), Crawford (C)</td>
<td>Introductory Reflection Due</td>
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<td>3: July 10</td>
<td>Principles of SJ</td>
<td>SJ (Sarda) Readings (C)</td>
<td>Discussion on Canvas Begin Twitter and Wordpress posts</td>
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<td>3: July 12</td>
<td>Critical Concepts Application</td>
<td>Ganesh et al. Loader et al (C)</td>
<td>SJ definition– in class</td>
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<td>4: July 17</td>
<td>Critical Issues</td>
<td>Langlois, Bakshy, Brock (C)</td>
<td>Canvas Discussion</td>
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<td>4: July 19</td>
<td>Resistance</td>
<td>Hands, Toscano, Wolfsfeld (C)</td>
<td>SJ Essay Due</td>
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<td>5: July 24</td>
<td>Social Movements</td>
<td>Poletta et al (C), <em>Cyberpower</em>,</td>
<td>--------------------------</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<td>5: July 26</td>
<td>SM Journalism</td>
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<td>6: July 31</td>
<td>Activism in Social Media</td>
<td>hell-you-talmbout, Castells (C)</td>
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<td>6: August 2</td>
<td>Workshop</td>
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**Written Work**
Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

**Attendance**
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Although this course does not award an attendance grade, all students are expected to attend each class in order to participate and complete work related to research and outcomes. Students should discuss with the Instructor any issues associated with non-attendance. Arrangements will be made where possible to assist students to complete class work due to unforeseen circumstances that make it impossible to attend class.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

**Accommodation and Accessibility**
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- **The Disabilities Services Office (DSO)** coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

**Scholarship and Academic Integrity**
Students in Summer Session courses must produce original work and cite references appropriately. Failure to
cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the Boston College policy on academic integrity for more information.