

# COJR 3422

## Social Media in Journalism and Public Relations

Seton Hall University, Spring 2015

Mondays, 6:30 - 9 p.m., Fahy 301

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**Office:** [Fahy Hall B12](#)

**Office hours:** Mon. and Wed., 2 – 3 p.m.  
Tues., 1 – 2:30 p.m.  
or by appointment

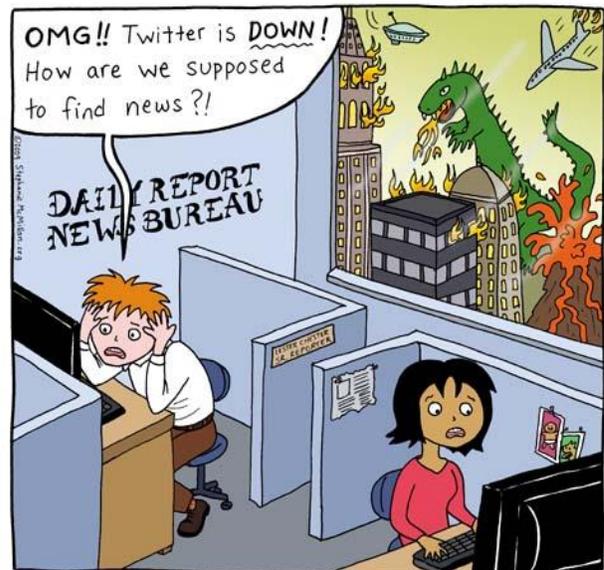
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### Community page:

<http://tinyurl.com/SHUsocialmedia2015> (or log in to Google+ at <http://plus.google.com> and search for “SHUsocialmedia 2015” within Google+ communities)

**Twitter:** [@SHUsocialmedia](#)



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<http://stephaniemcmillan.org/portfolio/social-media-cartoons>

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## What kind of course is this?

### Course description

Students are introduced to a variety of social media and the ways in which they may be used by journalists, public relations professionals, and citizens for information gathering, reporting, publicity, and engagement. Students will examine the principles behind social media and gain practical experience in the application of several tools. Prerequisite: COMM 1421 (Writing for the Media).

### Course goals

- To critically examine how the growth of social media both enhances and challenges the core values and skill sets of journalism and public relations.
- To identify ways in which journalists and public relations practitioners can use social media not merely to “friend” or “follow” personal acquaintances but to interact with other professionals and the public.

- To gain proficiency in the use of several forms of social media, including blogs, microblogs, social networking sites, and photo and video sharing services.
- To develop a set of social media skills and practices that will endure even as the technology changes.

## Required texts

- Mark Briggs (2012). [\*Journalism next: A practical guide to digital reporting and publishing\*](#) (2nd ed.). CQ Press. ISBN: 9781452227856. (Make sure you purchase the **2nd edition** with the **green** cover.)
- David Meerman Scott. (2013). [\*The new rules of marketing & PR: How to use social media, online video, mobile applications, blogs, news releases, and viral marketing to reach buyers directly\*](#) (4th ed.). Wiley & Sons. ISBN: 9781118488768. (Make sure you purchase the **4th edition**.)
- Numerous web pages are part of the required reading. They are posted as clickable links in the schedule at the end of this syllabus and in the Google+ community.

## A few words about what this course is and is not

- **This is a serious course.** We all use social media in our personal lives, but in this course you'll learn how to use social media to engage and inform citizens, consumers, and media professionals. These skills are essential in the rapidly changing fields of journalism and public relations. And they will make you more marketable in the hunt for jobs or internships. Using social media is fun, but it's also serious business.
- **You will be required to actually use social media and create several new social media accounts in this course.** You will create and maintain a WordPress blog and a Twitter account. If you already have a blog or a Twitter account, you will need to create new ones specifically for this course. In addition, you will need a Google account to access the course's Google+ community page, RSS feeds, and other Google services. You will be required to use several other social media tools as well.
- **You don't need to be a technology wizard to succeed in this course, but you do need to use the technology properly.** Double-check everything before publishing it to the world. Make sure your posts are properly formatted and all hyperlinks are functional. If you're stuck, help menus and Google searches can be your friends.
- **The assigned reading is essential.** You can't stay on top of the latest social media trends if you're not willing to read about them and learn from others' experiences.
- **This is not a purely lecture-based course.** Come to class prepared to discuss and reflect upon the assigned readings. Also, spend some time each week surveying the social media landscape and be prepared to share any interesting discoveries during class. If you were expecting this to be a course in which you sit passively and then take a multiple-choice exam at the end of the semester, you're out of luck.
- **All of the rules of effective communication, including professionalism, accuracy, and correct spelling and grammar, still apply.** Social media do not give you a license to do dumb stuff. If you do something dumb by accident, fix it.

## A few words about privacy

Most of what you post online in this course will be public and searchable. Keep that in mind. Your social media account names must identify you to your classmates and the professor

and must be professional in tone (no cute nicknames). If you're uncomfortable using your full name, you may use variations of your name that identify you to your classmates and professor without revealing your full identity to the public. All of your posts will be related to course objectives. Grades will never be made public.

## What rules and procedures do you need to know?

### Google+ community/Twitter/email/Blackboard

**To succeed in this course, you must have a functioning laptop computer with reliable Internet access. You must check the course's Google+ community, a public Twitter account that you will set up, and your Seton Hall email account regularly.** The syllabus and course schedule are posted to the Google+ community, and all assignment instructions will be posted there as well. Blackboard will be used only for the recording of grades. I may post announcements via the Google+ community or via Twitter. I will use your Seton Hall email address when I need to return assignments or communicate with you individually. **Computer or email problems will not be a valid excuse for ignoring instructions or failing to complete assignments on time.**

### Attendance

**Attendance is mandatory. Absences will lead to a deduction in your grade at the end of the semester.** I will circulate a sign-in sheet during each class. The sign-in sheet is the official record of attendance. If you arrive late, after the sheet has circulated, you may be marked absent. If you forget to sign the sheet, you will be marked absent. If you need to leave class early, please notify me before the start of class. Leaving class early may count as an absence.

#### If you're absent:

- You're still responsible for material covered in class that evening. Consult a classmate to obtain notes and other materials that you missed. If you still have questions, email me.
- You're still responsible for turning in **on time** any assignments that are due. If you are unable to meet a deadline because of extreme circumstances, contact me at least 24 hours in advance. I may grant an extension and waive the deadline penalty if you have a documented excuse such as illness or emergency (see "Assignments and deadlines" below).
- There will be no make-ups for quizzes or class activities you missed.

#### How attendance affects your course grade:

- Everyone is entitled to one "free" absence during the semester, no questions asked.
- **Each additional absence will lead to a 20-point deduction at the end of the semester, which is a drop of one grade level (e.g., from an A to an A- or from a B- to a C+).**
- Generally, there are no excused absences. However, there are five exceptional situations in which I might consider counting you as present even though you were absent: (1) involvement in an official Seton Hall sports team or extracurricular activity that requires you to miss class for a game, competition, performance, or conference; (2) a death or life-threatening illness in the immediate family; (3) an extended period of hospitalization or incapacitation; (4) an order to report for jury duty or military service; or (5) observance of an officially recognized religious holiday. In any of these situations, you must notify me in advance or as soon as possible. You may be asked to provide documentation.

## Assignments and deadlines

Because of the nature of this course, assignments will be submitted in a variety of formats. **Any assignment that is not submitted in the proper format or does not follow proper procedures may be penalized with a deduction in points or a zero.**

**Social media operate in real time. Minutes and seconds count. Deadlines matter. Submit all assignments by the due date and time.** Computer-related problems will not be a valid excuse for failing to submit assignments properly or for submitting them late. Any assignment submitted up to 48 hours late will receive a 10% point deduction (approximately one full letter grade). **ANY ASSIGNMENT SUBMITTED MORE THAN 48 HOURS LATE WILL NOT BE ACCEPTED, WILL NOT BE GRADED, AND WILL EARN A ZERO.**

Extensions may be granted at my discretion and may require documentation of extreme circumstances, such as illness or an emergency. All extensions must be requested at least 24 hours before the assignment is due. Extensions will not be granted after the deadline has passed.

## Laptops, phones, and other electronic gadgets

We will use laptop computers extensively this semester. **Bring your laptop to each class session.** Laptop or tablet computers are to be used for class-related purposes only. You may be asked to close them or put them away when we're not using them. Phones and other electronic devices may **NOT** be used except when needed for an in-class exercise. They must be turned off (or set to "vibrate") and put away to avoid disrupting the class. Texting is not allowed in class. If you are expecting an urgent message, please let me know before class. **Students violating the policy on laptops and electronic devices during class will lose participation points. They also may be asked to leave and/or marked absent.**

## Plagiarism and academic dishonesty

It is unethical to plagiarize the work of others, to fabricate information, or to submit work that you also submitted in another class. Any incident of plagiarism or academic dishonesty may result in **a zero on the assignment and/or an "F" in the course**, depending on the nature and severity of the offense. Incidents also may be reported to the department chair. Students suspected of academic dishonesty on an assignment may be required to redo that assignment or a similar assignment at the discretion of the instructor, with no proof of misconduct required.

## Needs and accommodations

If you have a documented disability, you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law Against Discrimination. Students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office of Disability Support Services (DSS), Duffy Hall, Room 67, at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003.

## Important dates

**Tuesday, Jan. 20**  
**Friday, Feb. 20**  
**Friday, March 6**

Last Day of Add/Drop and Late Registration  
Last Day for Withdrawal without Professor/Dean Signatures  
Last Day for Withdrawal with Professor/Dean Signatures

## What will you do, and how are grades earned?

### Course requirements

**Readings:** The assigned reading is absolutely essential. Class sessions will build upon the assigned readings, not simply rehash them. When reading material on the web, be sure to click on any relevant embedded links and peruse any comments left by readers.

**Seven challenge assignments (20 points each; total of 140 points):** These assignments (setting up a blog, “tweet week,” a Twitter scavenger hunt, blogging and RSS feeds, Twitter lists and chats, live tweeting an event, and a Vine video) will help you gain proficiency in the use of several forms of social media and acquaint you with their technical features.

**Four projects (40 points each; total of 160 points):** In these assignments, you will apply social media tools to news and public relations scenarios and evaluate the usage of social media by journalists and PR professionals. You will draw upon rules and principles discussed in class and in the readings.

- **Case study presentation:** Working in pairs, you will select a case in which social media tools were used by journalists or PR professionals in ways that raised questions or controversy. Each pair will deliver a presentation to the class summarizing the case, analyzing how and why the usage of social media was effective or ineffective, and explaining what lessons the case teaches us about best (and worst) social media practices. Presentations will be staggered throughout the semester. The presentation must be 7 to 10 minutes and include one or more interactive or multimedia elements.
- **Public relations project:** You will be given a public relations scenario and asked to publicize a client’s news. You will create a social media release, incorporate social media links, and craft an email pitch.
- **News project:** You will be given a broad news topic and asked to develop a specific story angle. You will create a news or feature story in Storify that incorporates original and curated social media elements.
- **Social media critique:** You will select a brand, organization, or news outlet and evaluate its social media strategy. You will compare and contrast its social media presence on three platforms and recommend a fourth platform for it to consider.

**Quizzes (16 points each, total of 80 points):** Seven short pop quizzes will be given during randomly chosen class sessions. Each quiz will cover the assigned reading for that evening and the material discussed in class the previous week. The quizzes may be a mix of multiple-choice, short-answer, and long-answer formats. You may use handwritten or printed-out notes, but you may not use your laptops, other electronic devices, or the readings themselves. Your top five quiz scores will count toward your course grade, and your two lowest quiz scores will be dropped. If you are absent on an evening when there is a quiz, you will receive a zero. There will be no make-up quizzes.

**In-class exercises (total of 60 points):** There will be several social media exercises that will be completed and submitted during class, including one on May 11 (instead of a final exam). Some of these exercises may be graded; some may be “all or nothing” (you will earn either the

full point value or a zero). These exercises cannot be made up. If you're absent, you won't earn the points.

**Participation (total of 60 points):** You must be an active participant in the course, both in class and on social media. You will be graded on the quantity and quality of your participation for the first half of the semester (30 points) and the last half of the semester (30 points). Your participation will be judged on six criteria: contributions to the classroom conversation, engagement, punctuality, discussion posts to the Google+ community, comments on classmates' discussion posts to the Google+ community, and Twitter posts. An explanation and grading rubric are included at the end of this syllabus and schedule.

## Grading

You may earn up to **500 points** in this course, broken down as follows:

<b>7 challenge assignments</b> (20 points each)	140
<b>4 projects</b> (40 points each)	160
Case study presentation	
PR project (Social media release)	
News project (Storify story)	
Social media critique	
<b>Top 5 quiz scores</b> (16 points each)	80
<b>In-class exercises</b> (including in-class exercise on May 11 during exam week)	60
<b>Class participation</b> (graded at mid-semester and at the end of the semester)	60
<b>TOTAL</b>	<b>500</b>

Point totals will be converted to letter grades at the end of the semester, using the following scale:

Point Total	Grade	Point Total	Grade	Point Total	Grade
470 – 500 (94%)	A	390 – 409.5 (78%)	B-	310 – 329.5 (62%)	D+
450 – 469.5 (90%)	A-	370 – 389.5 (74%)	C+	275 – 309.5 (55%)	D
430 – 449.5 (86%)	B+	350 – 369.5 (70%)	C	0 – 274.5	F
410 – 429.5 (82%)	B	330 – 349.5 (66%)	C-		

Points will be deducted at the end of the semester for students with more than one absence (see "Attendance" above).

Grades will be recorded on the course Blackboard site. It is your responsibility to monitor your grades. Questions regarding grades should be raised when an assignment is returned. **I will NOT re-evaluate scores on assignments more than two weeks after the scores have been recorded.**

# Tentative course schedule

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This schedule is likely to be modified and updated during the semester. Changes will be announced in class and/or posted [in the Google+ community](#). All assignment instructions will be posted in the Google+ community. **Readings must be read by the date on which they are listed.** Please let me know if you encounter any dead web links.

**Jan. 12 – Introduction to the course**

**Assigned: Challenge #1 (Starting a blog)**

**Jan. 19 – NO CLASS (Martin Luther King Jr. Day)**

**Jan. 26 – Social media and the future of news and PR**

**Readings:**

Scott, Chapter 1 (The Old Rules of Marketing and PR Are Ineffective in an Online World) **and** pp. 53-56

Robert Wynne, “The Future of Public Relations — Three Forks in the Road,” *Forbes*, December 9, 2014, <http://www.forbes.com/sites/robertwynne/2014/12/09/the-future-of-public-relations-three-forks-in-the-road/> (Be sure to click through to read all four pages)

Clay Shirky, “Last Call: The End of the Printed Newspaper,” *Medium*, August 19, 2014, <https://medium.com/@cshirky/last-call-c682f6471c70>

Briggs, Introduction (pp. 1-6)

“The People Formerly Known as the Audience,” *The Economist*, July 7, 2011, <http://www.economist.com/node/18904124>

***Questions to consider as you do the reading (Note: These questions will help you focus your attention, but they are not a full, definitive list or a “study guide”):***

- *What are the “old rules” of marketing? Of PR? Why are they ineffective?*
- *What are the three “forks” in the road for public relations? Which ones are growing, and which are shrinking?*
- *What does Shirky believe the future holds in store for print newspapers? What advice does he offer journalists who are worried about losing their jobs?*
- *According to Briggs, why does journalism have a bright future?*
- *How have social media changed the ways in which news is produced and consumed?*
- *Terminology: one-way interruption, “the people formerly known as the audience”*

**★ DUE: Challenge #1 (Starting a blog)**

**Assigned: Challenge #2 (Tweet week)**

## Feb. 2 – Conversation, collaboration, crowdsourcing

### **Readings:**

Scott, Chapters 2 (The New Rules of Marketing and PR) and 10 (Marketing and PR in Real Time)

Briggs, Chapter 3 (Crowd-Powered Collaboration)

- *What are the “new rules” of marketing? Of PR? Under the new rules, to whom are organizations or businesses talking?*
- *What is meant by operating in “real time”? What are some strategies that advertisers and public relations professionals can use to develop a real-time mindset?*
- *What are some strategies news organizations can use to tap the wisdom of the crowd?*
- *Terminology: “the long tail,” real time, crowdsourcing, open-source reporting, pro-am journalism, beatblogging*

★ **DUE: Challenge #2 (Tweet week)**

**Assigned: Challenge #3 (Twitter scavenger hunt)**

## Feb. 9 – Blogging

### **Readings:**

Briggs, Chapter 2 (Blogging for Better Journalism)

Kyle Stokes, “How to Start a Blog: The Kick in the Pants I Wish I Had in College,” *Online News Association*, May 13, 2014, <http://journalists.org/2014/05/13/how-to-start-a-blog-the-kick-in-the-pants-i-wish-i-had-in-college/>

- *What is a blog? What are the defining characteristics of a blog?*
- *How can you build an audience for your blog?*
- *Why does Stokes believe that college journalism students should start a blog? What advice does he offer for starting a blog and choosing a topic to blog about?*
- *Terminology: blog post, permalink, trackback, blogroll, tags, RSS feeds*

★ **DUE: Challenge #3 (Twitter scavenger hunt)**

## Feb. 16 – Blogging (cont.)

### **Readings:**

Scott, Chapters 5 (Blogs: Tapping Millions of Evangelists to Tell Your Story) and 17 (Blogging to Reach Your Buyers)

“Blog Post Structure: 5 Must Have Elements,” *Social Solutions Collective*, March 17, 2014, <http://socialsolutionscollective.com/blog-post-structure-5-must-elements/>

Roni Loren, “Blogger Beware: You CAN Get Sued for Using Photos You Don't Own on Your Blog,” *BlogHer*, January 9, 2014, <http://www.blogher.com/bloggers-beware-you-can-get-sued-using-photos-your-blog-my-story?page=full>

- *Why is it unfair to compare bloggers to mainstream journalists? Why is it unfair to compare blogs to newspapers or magazines? What is a better analogy?*
- *What are the four main uses of blogs for public relations and marketing?*
- *What are the five elements that each blog post must have?*
- *Where can you find images to use in your blog posts? Can you use any image you find on the web, as long as you credit the photographer?*

### **Assigned: Challenge #4 (Blogging and RSS feeds)**

## **Feb. 23 – Microblogging**

### **Readings:**

Briggs, Chapter 4 (Microblogging and Social Media: Publish, Distribute, and Connect).

Scott, Chapter 23 (Newsjacking Your Way Into the Media)

Heather Whaling, “The PR Pro’s Guide to Twitter,” *Mashable*, April 14, 2011, <http://mashable.com/2011/04/14/pr-pro-twitter-guide/>

- *What are some of the main ways that Twitter can be used by journalists?*
- *What is newsjacking, and what is its goal? What are some strategies for newsjacking?*
- *How can you find news stories that are suitable for newsjacking?*
- *Besides newsjacking, what are some of the other ways Twitter can be used by PR professionals?*
- *Terminology: microblogging, the 80-20 rule of microblogging, hashtag, newsjacking*

### **★ DUE: Challenge #4 (Blogging and RSS feeds)**

### **Assigned: Challenge #5 (Twitter lists and chats)**

## **March 2 – Mobile reporting, live blogging, and live tweeting**

### **Readings:**

Briggs, Chapter 5 (Going Mobile)

Lance Ulanoff, “How I Gained 68,000 Followers by Live-Tweeting,” *Mashable*, July 16, 2014, <http://mashable.com/2014/07/16/how-to-live-tweet/>

Lauren Dugan, “6 Things You Need To Do Before You Live Tweet an Event,” *AllTwitter*, May 3, 2014, [http://www.mediabistro.com/alltwitter/live-tweet-tips\\_b56827](http://www.mediabistro.com/alltwitter/live-tweet-tips_b56827)

- *What types of news stories lend themselves well to mobile reporting?*
- *What format should a live blog follow?*
- *When live tweeting an event, what preparation should be done in advance?*
- *When live tweeting, what sort of information belongs in the first few tweets? How should hashtags be used? What are some other tips for live tweeting?*

**Assigned: Challenge #6 (Live tweeting an event)  
Participation grade for first half of semester**

**March 9 – NO CLASS (Spring break)**

**March 16 – Social networks and algorithms**

**Readings:**

Scott, Chapter 16 (Social Networking Sites and Marketing)

Brian Boland, “Organic Reach on Facebook: Your Questions Answered,” *Facebook for Business*, June 5, 2014, <https://www.facebook.com/business/news/Organic-Reach-on-Facebook>

Ravi Somaiya, “How Facebook Is Changing the Way Its Users Consume Journalism,” *New York Times*, October 26, 2014, <http://www.nytimes.com/2014/10/27/business/media/how-facebook-is-changing-the-way-its-users-consume-journalism.html>

Alex Horn, “When Algorithms Rule Our News, Should We Be Worried or Relieved?” *The Guardian*, August 28, 2014, <http://www.theguardian.com/technology/2014/aug/28/algorithms-google-facebook-censorship>

- *What are the four most useful ways to deliver information and ideas on Facebook for marketing purposes?*
- *Why is Google+ an essential component of personal branding? How does Google+ differ from Facebook?*
- *What is “organic reach” on Facebook, and why is it declining? How does Facebook decide what content shows up in users’ news feeds?*
- *How is Facebook changing the way people consume journalism?*
- *How do Facebook’s algorithms affect the news we consume? Why do some critics argue that Facebook’s algorithms constitute a form of censorship?*
- *Terminology: liking and tagging, Facebook Groups, Facebook Pages, organic reach, algorithm*

**★ DUE: Challenge #5 (Twitter lists and chats)  
Assigned: Social media critique**

## March 23 – Photo and video sharing

### Readings:

Scott, Chapter 18 (An Image Is Worth a Thousand Words)

Olivier Laurent, “The New Economics of Photojournalism: The Rise of Instagram,” *British Journal of Photography*, Sept. 3, 2012, <http://www.bjp-online.com/british-journal-of-photography/report/2202300/the-new-economics-of-photojournalism-the-rise-of-instagram>

Jen DeAngelis, “How We Can Use Instagram in Public Relations,” *InkHouse*, August 24, 2012, <http://www.inkhouse.net/how-we-can-use-instagram-in-public-relations/>

Allen Mireles, “Vine for PR: Powerful Messaging in 6 Seconds!” *Cision*, September 18, 2014, <http://www.cision.com/us/2014/09/vine-for-pr-powerful-messaging-in-6-seconds/>

- *What makes Instagram unique? What makes Pinterest unique?*
- *What benefits does Instagram offer photojournalists and professional photographers?*
- *What are the main fears or concerns that some photographers have about Instagram?*
- *How can Instagram be used in public relations?*
- *What is Vine, and how can it be used in public relations?*

### **Assigned: Challenge #7 (Vine video)**

## March 30 – Media pitching and social media releases

### Readings:

Scott, Chapters 7 (The New Rules of News Releases), 20 (How to Use News Releases to Reach Buyers Directly) and 22 (The New Rules for Reaching the Media)

Lou DuBois, “How to Write a Social Media Press Release,” *Inc.*, November 11, 2010, <http://www.inc.com/guides/2010/11/how-to-write-a-social-media-press-release.html>

- *How does Scott differentiate between press releases and news releases?*
- *What are some of the “new rules” of news releases?*
- *What are keywords, and why are they important in crafting news releases?*
- *What are some effective strategies for reaching and pitching journalists?*
- *How does the social media release differ from a traditional news release?*
- *What are some mistakes to avoid in writing a social media release?*

### **Assigned: PR project (Social media release)**

★ **DUE: Challenge #6 (Live tweeting an event)**

★ **DUE: Focus of social media critique**

## April 6 – NO CLASS (Easter Monday)

## April 13 – Disposable and anonymous social media

### **Readings:**

Felix Gillette, “Snapchat and the Erasable Future of Social Media,” *Bloomberg Businessweek*, February 7, 2013, <http://www.businessweek.com/printer/articles/95976-snapchat-and-the-erasable-future-of-social-media>

Jessica Gioglio, “5 Creative Ways Brands Use Snapchat,” *PR Daily*, June 4, 2014, [http://www.prdaily.com/Main/Articles/5\\_creative\\_ways\\_brands\\_use\\_Snapchat\\_16717.aspx](http://www.prdaily.com/Main/Articles/5_creative_ways_brands_use_Snapchat_16717.aspx)

Stephanie Ebbs, “Snapchat: Takeaways for Journalists and News Organizations,” *ONA14 Student Newsroom*, September 26, 2014, <http://newsroom14.journalists.org/snapchat-takeaways-for-journalists-and-news-organizations/>

Josh Logue, “The Not-So-Secret Side of Anonymous Confession Apps,” *American Journalism Review*, October 15, 2014, <http://ajr.org/2014/10/15/whisper-future-news/>

- *What led to the development of Snapchat, and what is its appeal (especially among teenagers)?*
- *What are some ways that brands have used Snapchat?*
- *What benefits and challenges does Snapchat offer for journalists?*
- *How are journalists using apps such as Whisper and Secret? What are the risks involved in using such apps in journalism?*

### ★ **DUE: Challenge #7 (Vine video)**

## April 20 – Web analytics and content curation

### **Readings:**

Briggs, Chapter 11 (Building a Digital Audience for News).

Scott, Chapter 24 (Search Engine Marketing)

Mathew Ingram, “The Future of Media: Storify and the Curatorial Instinct,” *GigaOm*, April 25, 2011, <https://gigaom.com/2011/04/25/the-future-of-media-storify-and-the-curatorial-instinct/>

- *What are the leading web traffic measurements that should be tracked?*
- *What are some keys to writing effective, search engine-friendly news headlines?*
- *What are some strategies for effective search engine marketing?*
- *What is meant by “aggregation” and “curation”?*
- *What is Storify?*
- *Terminology: pageviews, visits, unique visitors, engagement, referrers, search engine optimization, search engine marketing, search engine advertising, landing pages, curation, aggregation*

### **Assigned: News project (Storify story)**

### ★ **DUE: PR project (Social media release)**

## April 27 – Too good to be true? Separating fact from fiction

### **Readings:**

Luke O’Neil, “The Year We Broke the Internet: An Explanation. An Apology. A Plea,” *Esquire*, Dec. 23, 2013, <http://www.esquire.com/blogs/news/we-broke-the-internet>

Mathew Ingram, “It’s Not Twitter – This Is Just the Way the News Works Now,” *GigaOm*, December 15, 2012, <http://gigaom.com/2012/12/15/its-not-twitter-this-is-just-the-way-the-news-works-now/>

Craig Silverman, “Best Practices for Social Media Verification: Some Tips and Thoughts from the Experts,” *Columbia Journalism Review*, June 3, 2011, [http://www.cjr.org/the\\_news\\_frontier/best\\_practices\\_for\\_social\\_medi.php?page=all](http://www.cjr.org/the_news_frontier/best_practices_for_social_medi.php?page=all)

- *In the O’Neil reading, what does the author mean when he says, “We broke the Internet”?*
- *In the Ingram reading, what does the author mean when he says, “This is just the way the news works now”?*
- *Who or what do the authors blame for the spread of false information via social media? Do they offer any solutions?*
- *What are some practices that can be used to verify information on social media?*

### **★ DUE: Social media critique**

## May 4 – Your online presence and personal brand

### **Readings:**

Jennifer Gaie Helling, “My Advice to J-School Students: How Building an Online Brand Helped Me Get My Online Job,” *Brand Me a Journalist*, September 6, 2011, <http://brandmeajournalist.com/?p=1365>

Andy King, “On the Job Hunt? Be Aware of Cybervetting,” *The PR Roundup*, December 4, 2014, <http://www.prroundup.com/?p=290>

“I Am a ‘Brand,’ Pathetic Man Says,” *The Onion*, November 29, 2012, <http://www.theonion.com/articles/i-am-a-brand-pathetic-man-says,30545/>

### **Participation grade for second half of semester**

## May 11 – Wrap-up (Exam week)

### **★ DUE: News project (Storify story) In-class final assignment**

## **COJR 3422: Social Media in Journalism and Public Relations Participation**

**Participation in class:** Participation in this course requires more than being physically present. Social media is all about sharing and conversation, and those principles apply to the classroom as well. Come to class on time. Be prepared to discuss the assigned reading and share any interesting things you've discovered online. Always give your classmates, the professor, and guest speakers your undivided attention.

**Participation via social media:** Because this is a course in social media, participation extends beyond the classroom to social media platforms. You must participate via social media in at least two ways:

**Google+ community:** You must make a minimum of two substantive posts to the Discussion category of [the Google+ community](#): at least one during the first half of the semester (before spring break) and at least one during the last half of the semester (after spring break). Each post must link to an article, blog post, or other current information on the web that is relevant to the course (must directly pertain to social media, journalism, public relations, advertising, or marketing) and would interest your classmates. The goal of these posts is to call our attention to interesting events and ideas in the social media world and spark a conversation. In addition to a link, each post must contain your substantive thoughts or observations (about 4 to 6 lines of text) – something more than “Look at this link” or “This is interesting.” Make sure to attach the link and select the “Discussion” category in the “To:” field.

Also, you must make at least four substantive comments on your classmates' discussion posts: at least two during the first half of the semester (before spring break) and at least two during the last half of the semester (after spring break). “Substantive” means you must say something more than “I agree” or “Good post.”

Please note that these are the bare minimum requirements. **In order to get full participation points, you must exceed the minimum requirements.**

**Twitter:** You will set up a Twitter account and use it for several assignments this semester. But **you are expected to post other tweets or retweets besides those required for the assignments.** Make sure the tweets or retweets are relevant in some way to social media, journalism, public relations, advertising, or marketing.

**Grading:** Your participation will be graded twice: before spring break (30 points) and at the end of the semester (30 points). The rubric on the following page outlines the grading criteria.

## COJR 3422: Social Media in Journalism & PR / Participation – Grading Rubric

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Poor</b>	<b>Very Poor</b>
<b>Contributions to classroom conversation</b>	Regularly makes substantive contributions to the classroom conversation without prompting. <b>5 points</b>	Occasionally makes substantive contributions to the classroom conversation without prompting. <b>4 points</b>	Makes substantive contributions to the classroom conversation, but only when prompted. <b>2 points</b>	Does not make substantive contributions to the classroom conversation, even when prompted. <b>1 point</b>
<b>Engagement</b>	Always attentive and fully engaged in class activities. <b>5 points</b>	Sometimes appears distracted or engages in talking, texting, or computer use unrelated to course activities. <b>4 points</b>	Frequently appears distracted or engages in talking, texting, or computer use unrelated to course activities. <b>2 points</b>	Pays little or no attention to class activities. <b>1 point</b>
<b>Punctuality</b>	Always arrives to class on time and leaves on time. <b>5 points</b>	Occasionally arrives to class late or leaves class early. <b>4 points</b>	Frequently arrives to class late or leaves class early. <b>2 points</b>	Rarely arrives to class on time or rarely stays until the end of class. <b>1 point</b>
<b>Posting to Google+ community discussion</b>	Has made more than one substantive contribution to the Google+ community discussion in this half of the semester. <b>5 points</b>	Has made one substantive contribution to the Google+ community discussion in this half of the semester. <b>4 points</b>	Has posted to the Google+ community discussion in this half of the semester, but the post(s) was not very substantive. <b>2 points</b>	Has not posted to the Google+ community discussion in this half of the semester. <b>1 point</b>
<b>Commenting on classmates' posts to the Google+ community discussion</b>	Has made more than two thoughtful comments in the Google+ community discussion in this half of the semester. <b>5 points</b>	Has made two thoughtful comments in the Google+ community discussion in this half of the semester. <b>4 points</b>	Has made only one thoughtful comment in the Google+ community discussion in this half of the semester. <b>2 points</b>	Has not commented in the Google+ community discussion in this half of the semester. <b>1 point</b>
<b>Tweeting</b>	Has tweeted well above and beyond what was required in the assignments. <b>5 points</b>	Has tweeted slightly more (a few tweets) than was required in the assignments. <b>4 points</b>	Has posted only the tweets that were required in the assignments. <b>2 points</b>	Has posted even fewer tweets than were required in the assignments. <b>1 point</b>

**TOTAL: / 30**

**GRADE:**

29-30 = A / 27-28 = A- / 26 = B+ / 25 = B / 24 = B- / 23 = C+ / 21-22 = C / 20 = C- / 19 = D+ / 17-18 = D