

# JOUR M16: SOCIAL MEDIA

**Originator**

csaatsaz

**Co-Contributor(s)**
**Name(s)**

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**College**

Moorpark College

**Attach Support Documentation (as needed)**

CSU LB.pdf

CSU Fresno - 2020-2021.pdf

SDSU.pdf

CSU Chico - 2020-2021.pdf

**Discipline (CB01A)**

JOUR - Journalism

**Course Number (CB01B)**

M16

**Course Title (CB02)**

Social Media

**Banner/Short Title**

Social Media

**Credit Type**

Credit

**Honors**

No

**Start Term**

Fall 2021

**Catalog Course Description**

Explores the possibilities and limitations of social media, emerging social media careers, and tools and techniques to create effective social media communication. Provides hands-on experience with several forms of social media technology while learning how to effectively communicate and disseminate information to the masses and niche media groups. Provides an understanding of how to use social media professionally and have a framework for evaluating new tools and platforms for a career in the multiple fields of digital media and public relations.

**Taxonomy of Programs (TOP) Code (CB03)**

0602.00 - \*Journalism

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

D - Possibly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

Letter Graded

**Alternate grading methods**

Student Option- Letter/Pass

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- 1 determine the practical and theoretical implications of emerging media technologies on all sectors of life on local, regional and international scales.
- 2 analyze digital and social media to become fluent in the practices, ethics, laws and conventions of these spheres.
- 3 conceive and execute social media for a public relations and marketing campaign.

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- 1 critique, analyze, and evaluate information distinguishing assertions of fact from opinion.
- 2 assess advertising and public relations as persuasive media, and contrast the differences between those media and information media.
- 3 analyze different strategies and tactics for social media marketing.
- 4 evaluate the history of social media and the events that predicated and led to its current design.
- 5 demonstrate proper online fact finding while avoiding the rampant dissemination of misinformation on social media.

6	examine social media ethics, Federal Trade Commission Regulations, copyright laws, DMCA, and the legality of online content.
7	identify how new media affects media delivery.
8	analyze popular social media platforms for marketing strategies.
9	evaluate the source of information and understand the value of multiple sources.
10	explain the fragmentation of audiences upon each medium.
11	investigate the explosion of technology upon each medium.
12	analyze challenges of journalistic media companies in today's society of self-published sites and social media serving as 'news' sources.
13	critically debate and evaluate the concept of consumers of mass communication as audiences for subtle and overt advertisers.
14	analyze why new media is more successful than traditional media in terms of reaching a mass audience and what are the advantages and disadvantages of modern media delivery methods.

## Course Content

### Lecture/Course Content

#### (10%) Introduction to Journalism

- Critically analyze and evaluate information distinguishing assertions of fact from opinion
- Evaluate the source of information and understand the value of multiple sources
- Explain the fragmentation of audiences upon each medium
- Investigate the explosion of technology upon each medium
- Analyze challenges of journalistic media companies in today's society of self-published sites and social media serving as 'news' sources.

#### (10%) Introduction to Public Relations and Advertising

- Assess advertising and public relations as persuasive media, and contrast the differences between those media and information media
- Critically debate and evaluate the concept of consumers of mass communication as audiences for subtle and overt advertisers

#### (10%) Social Media Impacts and Trends

- Analyze Impacts and Trends in Social Media

#### (5%) Digital Footprints

- Analyze student digital footprint
- Determine if online brand is clean or needs editing

#### (10%) Social Media Marketing

- Analyze different strategies and tactics for social media marketing

#### (10%) Social Media History

- Examine the history of social media
- Recognize the events that predated and led to its current design

#### (10%) Finding Information

- Discuss and analyze proper online fact finding
- Avoid the rampant dissemination of misinformation on social media

#### (10%) Copyright

- Summarize copyright laws
- Describe the Digital Millennium Copyright Act (DMCA)
- Analyze the legality of online content.

#### (5%) Federal Trade Commission

- Examine social media ethics
- Recognize Federal Trade Commission regulations

#### (5%) The Future of Mass Media

- Identify how new media affects media delivery
- Analyze why new media is more successful than traditional media in terms of reaching a mass audience
- Evaluate advantages and disadvantages of modern media delivery methods; analyze popular trends in social media

#### (5%) Facebook for Marketing

- Discuss and analyze how students could utilize Facebook for Public Relations campaigns

**(5%) Instagram for Marketing**

- Discuss and analyze how students could utilize Instagram for Public Relations campaigns

**(5%) Twitter for Marketing**

- Discuss and analyze how students could utilize Twitter for Public Relations campaigns

**Laboratory or Activity Content**

n/a

**Methods of Evaluation**

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Problem solving exercises

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Individual projects

Objective exams

Problem-solving exams

Quizzes

Reports/papers

**Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations

Computer-aided presentations

Class activities

Class discussions

Case studies

Distance Education

Demonstrations

Group discussions

Instructor-guided interpretation and analysis

Instructor-guided use of technology

Internet research

Lecture

**Describe specific examples of the methods the instructor will use:**

1. The instructor will use guest speakers in actual digital media careers to expose the students to work in the field.
2. The instructor will provide actual live application in digital research.
3. The instructor will initiate continuous class discussion to engage the students to collaborate story ideas and data combinations.
4. Instructor will facilitate small group involvement in the graphic design phase of advertising and marketing.

**Representative Course Assignments**

**Writing Assignments**

- Create a professional social media biography, including a headshot, that is reflective of their career goals and achievements. This bio will be mirrored on all their professional social media accounts.
- Submit various discussion posts on topics including Journalism, Public Relations, Advertising, and Social Media including theories and applications of social media.

**Critical Thinking Assignments**

- Complete a social media analysis assignment where students will choose an up-and-coming social media application or site that doesn't include mainstream applications including Facebook, Twitter, YouTube, Instagram, LinkedIn, Tumblr, Snapchat, GooglePlus, Tic Toc and Pinterest.
- Describe the history (age, number of members) and structure of the social media site, attempt to engage with other members of the network, analyze whether this SNS become a lasting site and grew, and examine the fine print in user term agreements regarding privacy.

### Reading Assignments

- Create a minimum of one and possibly two case studies on prominent brands to provide a better understanding of the course material by researching and presenting in-depth analysis of how a brand is using social media.
- Read "Writing for Electronic Media" Chapter 11: Social Media and apply the concept of creating polls to one of their platforms for gathering research.
- Create a campaign plan, using the text "Writing like a PR Pro" Chapter 3: Strategic Messaging, that involves outreach/advertising on three different platforms with the same message and will compare analytics and outreach.

### Skills Demonstrations

- Students will learn to make listicles and this includes a BuzzFeed List assignment where students will learn how to create an account on BuzzFeed, how to create a list encompassing variables that interest and entertain, and how to disseminate their list using social media applications.
- Students will create a professional twitter handle and will start setting up a professional platform to share relevant news and create a network of like minded professionals.
- Students will review the public comments/reviews on a major company's brand or product release and study how those comments/reviews affect marketing.

### Other assignments (if applicable)

- Students will create a minimum of one and possibly two case studies on prominent brands to provide a better understanding of the course material by researching and presenting in-depth analysis of how a brand is using social media.
- Students will listen to trending podcasts and ted talks on new upcoming approaches to social media marketing, advertising and compare results and effectiveness in their own platform networks
- Students will analyze brand imaging on major social media platforms.

### Outside Assignments

#### Representative Outside Assignments

- Peer evaluation assignment where students will draw the name of a peer in the class and use qualitative methods to evaluate their subject's public use of social media and SNS. These reports are then delivered to the student for a better understanding of their digital footprint and how to clean their public image.
- Students will evaluate social media from a national, community and campus authority and identify the targeted demographic, the mission of the message and the response. These findings will be based off of public comments, data trends and analytics.

### Articulation

#### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Long Beach	JOUR 104	Social Media Communication	3
San Diego State Univ.	JMS 210	Social Media in the Digital Age	3
CSU Chico	MADT 219	Social Media Technologies	3

#### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
College of San Mateo	DMGE 107	Introduction to Social Media	3
Grossmont College	MCOM 210	Social Media in the Digital Age	3
San Diego Mesa College	JOUR 204	Social Media in the Digital Age	3
Fullerton College	JOUR 150F	Social Media Communications	3

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

Fall 2020

**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Sternberg, Mary. *Write Like a PR Pro*. E-book, Pressbooks: Ohio State University, 2017, <https://www.oercommons.org/courses/write-like-a-pr-pro/view>. Accessed on 1 October 2020.

**Resource Type**

Textbook

**Description**

Champagne, Brian. *Writing for Electronic Media*. E-book, Pressbooks: Rebus Community, n.d., <https://press.rebus.community/writingforelectronicmedia/chapter/chapter-1/>. Accessed on 1 October 2020.

**Library Resources****Assignments requiring library resources**

Research on topics related to social media and advertising using the Library's databases such as EBSCO Academic Search Complete and Gale Academic OneFile.

**Example of Assignments Requiring Library Resources**

Research the history of social media and the events that predicated and led to its current design.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion boards will be posted weekly for student engagement and material assessment.
Video Conferencing	Weekly Confer Zoom meetings with students, minimum 30 min.
Other DE (e.g., recorded lectures)	All weekly lectures will be recorded and uploaded to modules, there will be weekly class discussions and zoom meetings.

**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Weekly Confer Zoom meetings with students, minimum 30 min.
Asynchronous Dialog (e.g., discussion board)	Discussion boards will be posted weekly for student engagement and material assessment.



<b>100% online Modality:</b> <b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Video Conferencing Asynchronous Dialog (e.g., discussion board)	Weekly Confer Zoom meetings with students, minimum 30 min. Discussion boards will be posted weekly for student engagement and material assessment.
<b>Examinations</b>	
<b>Hybrid (1%–50% online) Modality</b>	
Online	
<b>Hybrid (51%–99% online) Modality</b>	
Online	

**Primary Minimum Qualification**  
 JOURNALISM

**Review and Approval Dates**

**Department Chair**  
 09/24/2020

**Dean**  
 09/24/2020

**Technical Review**  
 10/01/2020

**Curriculum Committee**  
 11/15/2020

**DTRW-I**  
 12/10/2020

**Curriculum Committee**  
 MM/DD/YYYY

**Board**  
 01/19/2021

**CCCCO**  
 MM/DD/YYYY

**DOE/accreditation approval date**  
 MM/DD/YYYY