

LIS 690 (203) Special Topics in LIS: Social Media

Dates of Semester: August 22 – December 7, 2017
Course to be Conducted Online

INSTRUCTOR INFORMATION:

Name: Namjoo Choi, Ph.D.

Office location: 339 Little Library Building

Phone number: (859) 257-4113

Email address: namjoo.choi@uky.edu

Office hours: Wednesday, 12:30 p.m. – 4:30 p.m.

Preferred contact method: Email

Response time: If you email me, you should expect a response within 24 hours. There may be a delay over weekends or holidays.

COURSE DESCRIPTION

The goal of this course is to introduce major theories and methods for understanding and analyzing social media. This course will review topics such as social networks, ethics and policy, marketing approaches, and social analytics, and then discuss various applications of social media in different disciplines and organizations including scholarship, library, healthcare, and education.

STUDENT LEARNING OUTCOMES

- Students will understand major theories and methods related to social media.
- Students will describe the important aspects and impacts of social media via interpreting and evaluating mainstream studies on social media.
- Students will examine the applications of social media in various settings.

COURSE MATERIALS

There is NO required textbook. Instead, reading materials such as journal articles, book chapters, etc. will be provided for each week.

ASSESSMENT & ASSIGNMENTS

Assignments & Grading (total grade = 300 points):

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|---------------------------------------------|------------------|
| - Social Media Strategy | 90 points (30%) |
| - Four Hands-on Exercises | 120 points (40%) |
| - Participation on Discussion Boards | 90 points (30%) |

Final Grading Scale:

90% and above (270 – 300) =	A
80% to 89% (240 – 269) =	B
70% to 79% (210 – 239) =	C
Below 70% (0 – 209) =	E

Social Media Strategy:

The detailed description will be made available on Canvas. **Late submissions are subject to a penalty of 6 points off per day.**

Exercises:

Four hands-on exercises (30 points per exercise) will be assigned. Detailed instruction for each exercise will appear on Canvas. **Late submissions are subject to a penalty of 2 points off per day.**

Participation on Discussion Boards:

Participation is a large portion of your grade (6 points per week x 15 weeks = 90 points) because it is an important component of facilitating learning in this asynchronous online class. 1-3 discussion questions will be posted every Monday. You are required to make **one original posting on the topic of your choice**. A quality original post is both substantive (in most instances this means **at least two hundred words**) and thoughtful (“I agree with the author” is not a credit-worthy response). You are also required to make **one response to other students’ postings**. **No credit will be given for postings that occur after the week.**

ETHICS & POLICIES

Excused Absences: Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

If a student has excused absences in excess of one-fifth of the class contact hours for that course (participation activities for an online courses, as defined in 5.2.4.1.A), the student shall have the right to receive a "W", or the Instructor of Record may award an "I" for the course if the student declines to receive a "W" [US: 2/9/1987; SREC: 11/20/1987; US: 2/8/2016].

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: <https://ci.uky.edu/sis/sites/default/files/policies.pdf>

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <http://download.uky.edu/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/UKIT/>; 859-218-4357

Library Services & Distance Learning Services

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Phone number: (859) 218-1240
- Email: carla@uky.edu
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>

[The School of Information Science has a page with a comprehensive list of technology resources here: http://ci.uky.edu/sis/students/techtips](http://ci.uky.edu/sis/students/techtips)

MILITARY MEMBERS AND VETERANS

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

INTEGRATION OF THE SYLLABUS WITH THE THEMES OF DIVERSITY, ASSESSMENT, AND TECHNOLOGY

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course provides students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

COURSE SCHEDULE AND READINGS

There follows an outline of course content for each week of the semester, with course assignments.

N	Begins	Read
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1	Aug. 22	<p>Course and syllabus overview:</p> <ul style="list-style-type: none"> Review syllabus and familiarize yourself with organization of the course in Canvas. Introduction to Chapter 2 (p. 5-15) in King, D. L. (2015). <i>Managing Your Library's Social Media Channels</i>. <i>Library Technology Reports</i>, 51(1), 1-35. <p>The social media strategy project will be released.</p>
2	Aug. 27	<p>Understanding social media:</p> <ul style="list-style-type: none"> Kwanya, T., Stilwell, C., & Underwood, P. G. (2013). Intelligent libraries and apomedia-tors: Distinguishing between Library 3.0 and Library 2.0. <i>Journal of Librarianship and Information Science</i>, 45(3), 187-197. Carr, C. T., & Hayes, R. A. (2015). Social Media: Defining, Developing, and Divining. <i>Atlantic Journal of Communication</i>, 23(1), 46-65. Kreps, D., & Kimppa, K. (2015). Theorising Web 3.0: ICTs in a changing society. <i>Information Technology & People</i>, 28(4), 726-741. (Optional) Vanwynsberghe, H., Vanderlinde, R., Georges, A., & Verdegem, P. (2015). The librarian 2.0: Identifying a typology of librarians' social media literacy. <i>Journal of Librarianship and Information Science</i>, 47(4), 283-293. <p>Identify and submit your client by 11:59 p.m., Monday, Sep. 3.</p> <p>Exercise 1, social media diary, will be released.</p>
3	Sep. 4	<p>** September 3 - Monday - Labor Day - Academic Holiday **</p> <p>Social capital:</p> <ul style="list-style-type: none"> Adler, P. S., & Kwon, S.-W. (2002). Social Capital: Prospects for a New Concept. <i>The Academy of Management Review</i>, 27(1), 17-40. Chapter 3 (p.19-24) in Solomon, L. (2011). <i>Doing Social Media So It Matters: A Librarian's Guide</i>: American Library Association. (Optional) Ellison, N. B., Vitak, J., Gray, R., & Lampe, C. (2014). Cultivating Social Resources on Social Network Sites: Facebook Relationship Maintenance Behaviors and Their Role in Social Capital Processes. <i>Journal of Computer-Mediated Communication</i>, 19(4), 855-870. (Optional) Sajuria, J., vanHeerde-Hudson, J., Hudson, D., Dasandi, N., & Theocharis, Y. (2015). Tweeting Alone? An Analysis of Bridging and Bonding Social Capital in Online Networks. <i>American Politics Quarterly</i>, 43(4), 708-738. <p>Submit social media diary by 11:59 p.m., Sunday, Sep. 9.</p>
4	Sep. 10	<p>Social networks I:</p> <ul style="list-style-type: none"> Boyd, D., & Ellison, N. B. (2008). Social Network Sites: Definition, History, and Scholarship. <i>Journal of Computer-Mediated Communication</i>, 13(1), 210-230. Video (15m) (2012): <i>Social Network Analysis The Basics</i> by Ken Riopelle. (Optional) Granovetter, M. S. (1973). The Strength of Weak Ties. <i>American Journal of Sociology</i>, 78(6), 1360-1380. (Optional) Granovetter, M. (1983). The Strength of Weak Ties: A Network Theory Revisited. <i>Sociological Theory</i>, 1, 201-233. <p>Exercise 2, social network analysis, will be released.</p>
5	Sep. 17	<p>Social networks II:</p> <ul style="list-style-type: none"> Chapter 3 (p. 31-50) in Hansen, D., Shneiderman, B., & Smith, M. (2011). <i>Analyzing Social Media Networks with NodeXL: Insights from a Connected World</i>: Morgan Kaufmann. (Optional) Video (1h24m) (2017): <i>Gephi: Making your relational data very pretty</i> by Jesse

		<p>Fagan, University of Kentucky Libraries.</p> <ul style="list-style-type: none"> • (Optional) Vanwysberghe, H., Boudry, E., Vanderlinde, R., & Verdegem, P. (2014). Experts as facilitators for the implementation of social media in the library? A social network approach. <i>Library Hi Tech</i>, 32(3), 529-545. • (Optional) Hollenbeck, J. R., & Jamieson, B. B. (2015). Human Capital, Social Capital, and Social Network Analysis: Implications for Strategic Human Resource Management. <i>The Academy of Management Perspectives</i>, 29(3), 370-385.
6	Sep. 24	<p>Social media and the public sphere:</p> <ul style="list-style-type: none"> • Shirky, C. (2011). The Political Power of Social Media: Technology, the Public Sphere, and Political Change. <i>Foreign Affairs</i>, 90(1), 28–41. • Gayo-Avello, D. (2015). Social Media, Democracy, and Democratization. <i>IEEE MultiMedia</i>, 22(2), 10-16. • (Optional) Loader B., & Mercea, D. (2011). Networking Democracy? Social Media Innovations and Participatory Politics. <i>Information Communication & Society</i>,14(6), 757–769. • (Optional) Wolfsfeld, G., Segev, E., & Sheaffer, T. (2013). Social Media and the Arab Spring: Politics Comes First. <i>The International Journal of Press/Politics</i>, 18(2), 115-137. <p>Submit social network analysis by 11:59 p.m., Sunday, Sep. 30.</p>
7	Oct. 1	<p>Ethics and policy:</p> <ul style="list-style-type: none"> • Chapter 3 (p. 13-24) and Chapter 5 (p. 34-37) in ALA Office for Intellectual Freedom et al. (2010). Privacy and Freedom of Information in 21st-Century Libraries. <i>Library Technology Reports</i>, 8, 1-46. • University of Kentucky. (2011) Social Media Policies and Guidelines. • American Library Association. (2013). Questions & Answers on Ethics and Social Media. • (Optional) University of Michigan. (2010). Guidelines for the use of social media.
8	Oct. 8	<p>Social media marketing:</p> <ul style="list-style-type: none"> • Chapters 3-4 (p. 16-25) in King, D. L. (2015). Managing Your Library's Social Media Channels. <i>Library Technology Reports</i>, 51(1), 1-35. • Chapter 9 (p.127-146) in Bradley, P. (2015). Social Media for Creative Libraries (2nd ed.). UK: Facet Publishing. • Video (16m) (2015): Examples of libraries using social media for marketing by Phil Bradley. • (Optional) IDEO. (2011). IDEO: Five companies that mastered social media's branding potential. Co.Design. <p>Exercise 3, effective message, will be released.</p> <p>Submit social media strategy part A by 11:59 p.m., Sunday, Oct. 14.</p>
9	Oct. 15	<p>Social media analytics I:</p> <ul style="list-style-type: none"> • Chapter 5 (p. 26-32) in King, D. L. (2015). Managing Your Library's Social Media Channels. <i>Library Technology Reports</i>, 51(1), 1-35. • Chapter 7 (p. 38-42) in Farney, T. (2015). Google Analytics and Google Tag Manager. <i>Library Technology Reports</i>, 52(7), 1-42. • (Optional) Videos: Google Analytics for Beginners by Google Analytics Academy. <p>Exercise 4, social media analytics, will be released.</p>
10	Oct. 22	<p>Social media analytics II:</p> <ul style="list-style-type: none"> • Video (6m) (2016): Facebook Insights Video Tutorial by Catherine Hannula. • Lua, A. (2017). How to Use Facebook Insights and Analytics to Boost Your Social Media

		<p>Marketing Strategy. Buffer Social.</p> <ul style="list-style-type: none"> • (Optional) Video (15m) (2017): How to Use #Twitter Analytics to Measure Your Tweeting #Success by AZ Social Media Wiz LLC. • (Optional): Tweet activity dashboard by Twitter <p>Submit effective message by 11:59 p.m., Sunday, Oct. 28.</p>
11	Oct. 29	<p>Applications I: Social media and scholarship:</p> <ul style="list-style-type: none"> • Howard, J. (2012). Scholars Seek Better Ways to Track Impact Online. The Chronicle of Higher Education. • Roemer, R. C., & Borchardt, R. (2015). Altmetrics. <i>Library Technology Reports</i>, 51(5), 1-37. • (Optional) Video (1h23m): Toward a Second Revolution: altmetrics, total-impact, and the decoupled journal by Jason Priem at Purdue University, February 14, 2012. • (Optional) Priem, J., Piwowar, H. A., & Hemminger, B. M. (2012). Altmetrics in the wild: Using social media to explore scholarly impact. arXiv preprint arXiv:1203.4745.
12	Nov. 5	<p>Applications II: Social media in education:</p> <ul style="list-style-type: none"> • Sharma, S. K., Palvia, S. C. J., & Kumar, K. (2017). Changing the landscape of higher education: From standardized learning to customized learning. Journal of Information Technology Case and Application Research, 19(2). 75-80. • Hughes, b. (2016). How Social Media is Reshaping Today's Education System. • (Optional) Hussain, F. (2012). E-Learning 3.0 = E-Learning 2.0 + Web 3.0? Paper presented at the IADIS International Conference on Cognition and Exploratory Learning in Digital Age (CELDA 2012), Madrid, Spain. <p>Submit social media analytics by 11:59 p.m., Sunday, Nov. 11.</p>
13	Nov. 12	<p>Applications III: Library use of social media:</p> <ul style="list-style-type: none"> • Taylor & Francis Group. (2014). Use of social media by the library: current practices and future opportunities. • Kathleen Smeaton, & Kate Davis. (2014). Social technologies in public libraries: exploring best practice. Library Management, 35(3), 224-238. • (Optional) Rossmann, D., & Young, S. W. H. (2015). Social media optimization: making library content shareable and engaging. Library Hi Tech, 33(4), 526-544. • (Optional) Jones, M. J., & Harvey, M. (2016). Library 2.0: The effectiveness of social media as a marketing tool for libraries in educational institutions. Journal of Librarianship and Information Science, 1-17.
14	Nov. 19	<p>**November 21-24 - Wednesday through Saturday - Thanksgiving - Academic Holidays**</p> <p>Applications IV: Social media in healthcare:</p> <ul style="list-style-type: none"> • Pages 1-6 and 40-52 in CDC. (2011). The health communicator's social media toolkit. • Warden, C. (2017). 30 Facts & Statistics on Social Media and Healthcare. referralMD. • (Optional) Househ, M., Borycki, E., & Kushniruk, A. (2014). Empowering patients through social media: The benefits and challenges. Health Informatics Journal, 20(1), 50-58. • (Optional) Russell, J. (2017). Social Media in Health Care: Benefits, Challenges, and Opportunities. Hootsuite.
15	Nov. 29	<p>International use and future of social media:</p> <ul style="list-style-type: none"> • Holmes, R. (2013). The Future of Social Media? Forget About The U.S., Look to Brazil. Forbes. • (Optional) Funk, T. (2011). Chapter 7: The future, in Social Media Playbook for Business: Reaching Your Online Community with Twitter, Facebook, LinkedIn, and More: Praeger.

		Submit final social media strategy by 11:59 p.m., Friday, Dec. 7.
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