

Term Information

Effective Term Spring 2020
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Changing the course level from 4000-level to 3000-level, as well as offering this course online (100% at a distance).

What is the rationale for the proposed change(s)?

By changing the course level to 3000-level, the course could serve a larger number of students than what has been accommodated by the course in its format as a 4000-level course. The course could also serve not only the majors but also non-majors who are interested in learning about social media beyond what could be covered in GE courses or lower-level Communication courses that touch upon the topics related to social media.

By changing the course delivery to being entirely online, we could serve a larger number of students by offering an asynchronous learning experience. Additionally, students from outside of the major may find the opportunity to take such a course online an enticing proposition. Finally, given the nature of the course's topic (i.e., social media), taking the class into the online format provides unique opportunities to demonstrate concepts and phenomena in a digitally networked space.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We do not anticipate there will be any considerable impact on the program. For example, these proposed change will not cause any addition/removal/modifications of program requirements or available resources. We also do not anticipate any influence on other programs.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Communication
Fiscal Unit/Academic Org	School Of Communication - D0744
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3558
Previous Value	4554
Course Title	Social Media
Transcript Abbreviation	Social Media
Course Description	This course functions to help students (1) acquire theoretical and practical knowledge about social media and (2) understand the ways in which social media influence individuals, groups, and society.
Previous Value	<i>Examination of social media and their impact on social interactions.</i>
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes

Is any section of the course offered	100% at a distance Less than 50% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	09.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior
<i>Previous Value</i>	<i>Senior</i>

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Gain in-depth knowledge about the characteristics, functionality, and usage of social media as distinct from traditional mass media and other forms of computer-mediated communication (CMC)• Gain insights into the implications of media becoming "social"• Gain in-depth knowledge of the technological affordances of social media• Acquire skills and strategies for using social media effectively at individual and organizational levels• Recognize various characteristics, functionality, and usage of social media as distinct from traditional mass media and other forms of computer-mediated communication (CMC)• Apply concepts of technological affordances associated with social media to various social platforms• Exercise skills and implement strategies that could enrich individual/personal and organizational/professional social media use
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Previous Value

- *Explain the historical origins and development of social media*
- *Explore and become familiar with a variety of social media*
- *Apply communication concepts and theories to social media*
- *Critically analyze the form and content of social media*
- *Develop strategies for effective message design within social media*
- *Develop stronger writing skills*

Content Topic List

- Comparison of social media vs. mass media
- Technological basis of social media
- Self-presentation on social media
- Interacting with the publics via social media
- Technological affordances of social media
- Virality on social media
- Persistence & ephemerality and their implications for social media
- The dark sides of social media

Previous Value

- *History of Online Socializing*
- *Law and Ethics of Social Networking Sites*
- *Self-Presentation and Identity*
- *Relational Effects*
- *Social Influence; Collective Action*
- *Conducting Research Using Social Networking Sites*
- *Message Design*

Sought Concurrence

No

Attachments

- COMM3558_[in person]_AU20_Lee-Won_syllabus.docx: In-class syllabus
(Syllabus. Owner: Butte,Kylie M.)
- COMM3558_AU20_SYllabus.pdf: Hybrid syllabus
(Syllabus. Owner: Butte,Kylie M.)
- COMM3558_[online]_SP20_Lynch_syllabus.docx: Online syllabus
(Syllabus. Owner: Butte,Kylie M.)
- COMM3558 Change Rationale and Comparisons.docx
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- 3558 Communication Social Media Lynch.pdf: Technical Checklist
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- Communication Curriculum Map updated Jan 2018.docx: Curriculum Map
(Other Supporting Documentation. Owner: Butte,Kylie M.)

Comments

- Sent back to include DL request. *(by Vankeerbergen,Bernadette Chantal on 04/22/2019 12:03 PM)*

COURSE CHANGE REQUEST
3558 - Status: PENDING

Last Updated: Haddad,Deborah Moore
04/22/2019

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	04/19/2019 01:31 PM	Submitted for Approval
Approved	Slater,Michael D	04/19/2019 02:08 PM	Unit Approval
Approved	Haddad,Deborah Moore	04/19/2019 03:46 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/22/2019 12:03 PM	ASCCAO Approval
Submitted	Butte,Kylie M.	04/22/2019 01:03 PM	Submitted for Approval
Approved	Kline,Susan Lee	04/22/2019 01:04 PM	Unit Approval
Approved	Haddad,Deborah Moore	04/22/2019 01:09 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/22/2019 01:09 PM	ASCCAO Approval

Autumn 2020
COMM3558 Social Media

Instructor: Dr. Roselyn J. Lee-Won
E-mail: lee-won.1@osu.edu
Location & Time: Mon & Wed 09:35am-10:55am (Classroom TBD)
Office Hours: Tue 1:00pm-3:00pm or by appointment (Derby 3074)

Course Description and Objectives

This course functions to help students (1) acquire theoretical and practical knowledge about social media and (2) understand the ways in which social media influence individuals, groups, and society. Over the semester, we will discuss a range of topics related to social media. In this course, students will come to:

1. Learn about the characteristics, functionality, and usage of social media as distinct from traditional mass media and other forms of computer-mediated communication (CMC)
2. Understand implications of media becoming “social”
3. Increase knowledge of the technological affordances of social media
4. Recognize strategies individuals and organizations adopt to use social media effectively

Course Readings

All required readings will be available on Carmen.

➤ ***Copyright Disclaimer***

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

IMPORTANT NOTES ON EMAIL COMMUNICATION

Please observe the following when you email the instructor.

- Include our course number in the subject line. For example, “[COMM3558] about online quiz 1”
- Follow proper business email etiquette when you initiate the conversation: (1) Include a clear, direct subject line (do not leave it blank) and (2) use a proper salutation (e.g., “Dear/Hello/Hi Dr. Lee-Won/Roselyn”). Personalizing email messages by addressing your recipient(s) can make a significant difference in the impression formation process. Consider this practice the first step to effective email communication!

OSU School of Communication Diversity Statement

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX Statement

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the OSU Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Student Services and Resources on the OSU Main Campus

Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum. OSU provides academic support services and resources to help you succeed in the course. More information about Student Academic Services can be found on:

<http://advising.osu.edu/welcome.shtml>

Also, OSU offers student services and resources to help you achieve academic success. More information about student services and resources can be found on:

<http://ssc.osu.edu>.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct on <https://studentconduct.osu.edu/>.

Accessibility accommodations for students with disabilities

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Grading Information

Graded Course Elements

Categories and Sub-categories of Graded Elements		Pts
Attendance & In-Class Participation		40
Online Quizzes (10pts x 10 out of 7)		70
Exams	Exam 1	120
	Exam 2	140
Individual Assignments	Professional Profile	10
	Twitter Following Paper	10
	Course Reflections Paper	10
Team Project	Milestones (5pts x 4)	20
	Presentation (Gr)	20
	Paper (Gr)	40
	Peer Evaluations	20
Total		500

Grading Scale

Letter Grade	Grade Cut-Off	
	Percentages	Pts
A	93%	465
A-	90%	450
B+	87%	435
B	83%	415
B-	80%	400
C+	77%	385
C	73%	365
C-	70%	350
D+	67%	335
D	60%	300
E	< 60%	< 299

(Gr): Assessment will be made on a group basis.

Course Requirements

1. Attendance & In-Class Activities

- **Attendance will be taken for most class meetings.** You are allowed to use a maximum of **THREE** penalty-free absences. **You are NOT required to notify the instructor of these absences.**
- **Beyond the penalty-free absences, students should submit a copy of official documentation** (e.g., doctor's note, interview invitation email...) to avoid penalization. **An absence that is not formally documented (an undocumented absence) will result in a deduction of -3 points of your Attendance & Participation grade.**
- **THREE OR MORE undocumented absences beyond the penalty-free absences will lower your final grade by half letter grade (e.g., A → A-, A- → B+).**

2. Lingering Questions

- At the end of each class, unless announced otherwise, we will have a short "Lingering Questions" session during which you will reflect on class content covered that day. Some of the questions and comments will be addressed and discussed during Week 7 and 13.

3. In-Class Exams

- Both Exam 1 and Exam 2 will contain true-false and multiple-choice questions.
- Exam guides and review sessions will be provided.

4. Online Quizzes (3 lowest scores dropped)

- The quizzes are designed to engage students with the required reading assignments and other assigned materials ahead of in-class sessions.
- **Unless otherwise noted**, the quizzes will be activated by the end of **the day after our class meeting** and will close at **11:59pm on the day before the next class meeting**. Note the specific dates in the schedule table on pp. 6-7 of this syllabus.
- There will be a sufficient amount of time and flexibility for you to complete each quiz. For example, if you miss one quiz and get a “o” for the quiz, this will be dropped as one of the lowest scores. Also, answer key for each quiz will be released to those who completed the quiz to review via the Canvas system. **Thus, make-up requests for missed quizzes will NOT be considered; there will be no exceptions.**

5. Individual Assignments

Below are the individual assignment items. Specific instructions for each assignment will be provided on Carmen.

- **Professional Profile**
Construct a personal profile similar to profiles featured on professional networking sites such as LinkedIn.
- **Twitter following paper**
Follow a celebrity or a public figure on Twitter and write a short paper on the Twitter following experience.
- **Course reflection paper**
Write a reflection paper on theories, concepts, and research findings covered in this course.

6. Group Project

- *In a team of five to six members (the team size may vary depending upon the final enrollment number), you will be working on a team project (i.e., evaluating one or more digital/interactive technologies drawing on the theories, concepts, and empirical research findings covered in this course), deliver a short oral presentation to the class, and co-author a team paper. At the end of the project, peer evaluations will be performed.*

Further guidelines for the project and sample materials will be provided to you during Week 3.

Course Policies

1. Respect for the class community as a whole

- When in class, you should give your full attention to any person who is speaking (whether it is the professor or another student). Do not engage in any distracting/disruptive behaviors.
- *The instructor reserves the right to ask students engaging in distracting/disruptive behaviors during class to leave.*

2. Academic integrity

- **Academic misconduct will NOT be tolerated in this course.** The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University or subvert the educational process.”

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. The sanctions for the misconduct could include **a failing grade in the course, suspension, or even dismissal from the University.** Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so students should review the Code of Student Conduct as specified in <https://studentconduct.osu.edu/>.

- It is your responsibility to be aware of the rules of academic dishonesty. Please read through the "Ten Suggestions for Preserving Academic Integrity" available at: <https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>.
- **When in doubt, be sure to consult your instructor before doing anything about which you are uncertain – DO NOT HESITATE TO ASK.**

3. Make-up policy

- Exams and assignments can only be made up in the event of serious illness, death in the family, a religious conflict, or pre-approved university activity (e.g., athletic event).
 - For a religious conflict or university activity, the request must be made in advance; otherwise, make-up/rescheduling will not be allowed.
 - In the case of an illness, students will need to present documentation from a medical professional stating that the student's illness prevented them from taking the exam on the scheduled date. Documents that are not dated and do not indicate the severity of the illness will not be accepted.
- ***As noted in the Course Requirements section on Online Quizzes, no make-up will be allowed for any missed online quizzes.***

4. In-class technology use

- Using technology during class for anything other than taking notes and/or referring to the readings and other course-related materials will negatively affect your participation grade.

5. Lecture notes policy

- **Please note that the instructor will NOT make full class lecture notes/slides available.** This is intended to (1) minimize distractions during class and to (2) prevent unauthorized distribution and misuse of lecture materials outside the class.
- It is important that students make every effort to attend class and take notes during class. **If a student, for any reason, miss a class, it is the student's responsibility to (1) obtain notes from someone else in the class and/or (2) meet with the instructor during office hours to review the missed content.**

6. Grading policy: IMPORTANT!

- To keep the grading process fair to everyone in the class, the instructor will NOT make grade adjustments based on factors outside the grade components and course policies.
- The instructor will NOT accept any end-of-semester requests to "round up" to the next grade level, no matter how close the scores are.

Appendix: Course Schedule

- ❖ This syllabus presents a contract in the works. Events that happen over the semester may require me to modify the administration of the course; therefore, specific items listed in the table may be subject to change. If changes/adjustments need to be made, I will make announcements well in advance to help you to plan things ahead.
- ❖ **IMPORTANT: Most due dates for assignments for a given week come BEFORE class meetings. Mark your calendar so that you won't miss any of the due dates!**

Wk	Class Meeting Dates & Topics	Activities & Assignments	Readings and Other Assigned Materials	In-Class Activities	Other Logistics/Notes
1	08/26 Course Introduction	N/A	N/A	<ul style="list-style-type: none"> • Participation roster per federal guidelines • Roadmap for the course 	
2	08/31 09/02 Social Media vs. Mass Media	<ul style="list-style-type: none"> • Professional Profile and Quiz 1 due on 08/30 (11:59pm) 	<ul style="list-style-type: none"> • Humphreys (2016, excerpts) • Rosen (2012) 	<ul style="list-style-type: none"> • Lecture & discussion 	
3	09/07 09/09 The Technological Basis of Social Media	<ul style="list-style-type: none"> • Quiz 2 due on 09/06 (11:59pm) 	<ul style="list-style-type: none"> • Ohanian video • Walther and Jang (2012, excerpts) 	<ul style="list-style-type: none"> • Lecture & discussion 	<ul style="list-style-type: none"> • Team project instructions
4	09/14 09/16 Self-Presentation on Social Media	<ul style="list-style-type: none"> • Quiz 3 due on 09/13 (11:59pm) 	<ul style="list-style-type: none"> • D'Angelo & Van der Heide (2016) 	<ul style="list-style-type: none"> • Lecture & discussion 	<ul style="list-style-type: none"> • Start forming project teams
5	09/21 09/23 Interacting with the Publics (1)	<ul style="list-style-type: none"> • Quiz 4 due on 09/20 (11:59pm) 	<ul style="list-style-type: none"> • Lee (2015) • boyd et al. (2010) 	<ul style="list-style-type: none"> • Lecture & discussion 	<ul style="list-style-type: none"> • Finalize project teams • Project Milestone 1 instructions
6	09/28 09/30 Interacting with the Publics (2)	<ul style="list-style-type: none"> • Quiz 5 due on 09/27 (11:59pm) • Project Milestone 1 due on 09/29 (11:59pm) 	<ul style="list-style-type: none"> • Barnes and Pavao (2017) • Barnes et al. (2018) 	<ul style="list-style-type: none"> • Lecture & discussion 	<ul style="list-style-type: none"> • Project Milestone 2 instructions
7	10/05 10/07 Lingering Questions (1) & Exam Review	<ul style="list-style-type: none"> • Project Milestone 2 due on 10/06 (11:59pm) • Online exam guide 	<ul style="list-style-type: none"> • Materials from Wk2 through Wk6 	<ul style="list-style-type: none"> • Lecture & discussion 	<ul style="list-style-type: none"> • Twitter Following Paper due on 10/10 (11:59pm)

Wk	Class Meeting Dates & Topics	Online Activities & Assignments	Assigned Materials	Offline (In-Class) Activities	Other Logistics/Notes
8	10/14 Exam 1	Exam 1			
9	10/19 10/21 <i>Affordances of Social Media</i>	<ul style="list-style-type: none"> Quiz 6 due on 10/18 (11:59pm) 	<ul style="list-style-type: none"> Fox & McEwan (2017) 	<ul style="list-style-type: none"> Lecture & discussion 	<ul style="list-style-type: none"> Instructions on team paper writing
10	10/26 10/28 <i>Virality on Social Media</i>	<ul style="list-style-type: none"> Quiz 7 due on 10/25 (11:59pm) Project Milestone 3 on 10/27 (11:59pm) 	<ul style="list-style-type: none"> Berger (2013) Ch. 1 Malhotra et al. (2012, 2013) 	<ul style="list-style-type: none"> Lecture & discussion 	<ul style="list-style-type: none"> Instructions on project presentations
11	11/02 11/04 <i>Persistence & Ephemerality</i>	<ul style="list-style-type: none"> Quiz 8 on 11/01 (11:59pm) Project Milestone 4 due on 11/03 (11:59pm) 	<ul style="list-style-type: none"> Bayer et al. (2016) Choi & Sung (2018) 	<ul style="list-style-type: none"> Lecture & discussion 	
12	11/09 11/11 <i>The Dark Sides</i>	<ul style="list-style-type: none"> Quiz 9 due on 11/08 (11:59pm) 	<ul style="list-style-type: none"> Aaker and Smith (2010) Kawase et al. (2013) 	<ul style="list-style-type: none"> Lecture & discussion 	
13	11/16 11/18 <i>Lingering Questions (2)</i>	<ul style="list-style-type: none"> Quiz 10 on APA style due on 11/15 (11:59pm) 	<ul style="list-style-type: none"> APA style online resources Readings from Wk9 to Wk13 	<ul style="list-style-type: none"> Lecture & discussion 	<ul style="list-style-type: none"> Project group work
14	11/23 <i>Project Presentations (1)</i>	<ul style="list-style-type: none"> Presenting teams only: Slides due on 11/22 (11:59pm) 	<ul style="list-style-type: none"> Everyone: Mandatory audience feedback (counted toward Attendance & Participation) 		
15	11/30 12/03 <i>Project Presentations (2)</i>	<ul style="list-style-type: none"> Presenting teams only: Slides due on 11/29 and 12/02 (11:59pm) per schedule 	<ul style="list-style-type: none"> Everyone: Mandatory audience feedback (counted toward Attendance & Participation) 		
16	12/07 12/09 <i>Wrapping Up & Exam Review</i>	<ul style="list-style-type: none"> Exam guide Practice questions Team paper editing 		<ul style="list-style-type: none"> Review for Exam 2 	<ul style="list-style-type: none"> Team Paper & Peer Evaluations due on 12/09 (11:59pm) *NOTE THE DUE DATE
17	<i>Final Logistics & Exam 2</i>	<ul style="list-style-type: none"> Course Reflection Paper due on 12/10 (11:59pm) *NOTE THE DUE DATE 	N/A	Exam 2 TBD	

☀ **Note on the exam schedule:**

Because the exams should be administered and graded in a fair manner for everyone enrolled in this course, alternative arrangements will be made only in the event of official university function (e.g., athletic event), family emergencies, serious illness and medical needs that can be DOCUMENTED. Students should (1) notify me in advance and (2) provide formal and proper documentation to be considered for alternative arrangements.

List of Required Readings

- Aaker, J., & Smith, A. (2010). *The dragonfly effect: Quick, effective, and powerful ways to use social media to drive social change*. San Francisco: CA: Jossey-Bass.
- Barnes, N. G., & Pavao, S. (2017). The 2017 Fortune 500 Go Visual and Increase Use of Instagram, Snapchat, and YouTube. Retrieved from <http://www.umassd.edu/cmr/socialmediaresearch/2017fortune500/#d.en.963986>
- Barnes, N. G., Kane, A., & Maloney, K. (2018). The 2018 Fortune 500 Target Millennials and Seek Uncensored Expression. Retrieved from https://blog.apastyle.org/apastyle/2011/01/writing-in-text-citations-in-apa-style.html?_ga=2.123260111.510663959.1551227711-1429746425.1551227711
- Berger, J. (2013). *Contagious: Why things catch on*. New York: NY: Simon and Schuster.
- boyd, d., Golder, S., & Lotan, G. (2010). *Tweet, tweet, retweet: Conversational aspects of retweeting on Twitter*. Paper presented at the 43rd Hawaii International Conference on System Sciences (HICSS-43), Kauai, HI.
- Choi, T. R., & Sung, Y. (2018). Instagram versus Snapchat: Self-expression and privacy concern on social media. *Telematics and Informatics*, 35(8), 2289-2298. <https://doi.org/https://doi.org/10.1016/j.tele.2018.09.009>
- Fox, J., & McEwan, B. (2017). Distinguishing technologies for social interaction: The perceived social affordances of communication channels scale. *Communication Monographs*, 84, 298-318. <https://doi.org/10.1080/03637751.2017.1332418>
- Humphreys, A. (2016). *Social media: Enduring principles*. New York, NY: Oxford University Press.
- Kawase, R., Nunes, B. P., Herder, E., Nejdil, W., & Casanova, M. A. (2013). *Who wants to get fired?* Paper presented at the Proceedings of the 5th Annual ACM Web Science Conference, Paris, France.
- Lee, J. (2015). The double-edged sword: The effects of journalists' social media activities on audience perceptions of journalists and their news products. *Journal of Computer-Mediated Communication*, 20, 312-329. <https://doi.org/10.1111/jcc4.12113>
- Malhotra, A., Malhotra, C. K., & See, A. (2012). How to get your messages retweeted. In *MIT Sloan Management Review* (Vol. 53, pp. 61-66).
- Malhotra, A., Malhotra, C. K., & See, A. (2013). How to create brand engagement on Facebook. In *MIT Sloan Management Review* (Vol. 54, pp. 18-20).
- Ohanian, A. (2009, November). *How to make a splash in social media* [Video file]. Retrieved from https://www.ted.com/talks/alexis_ohanian_how_to_make_a_splash_in_social_media?
- Rosen, J. (2012). The people formerly known as the audience. In M. Mandiberg (Ed.), *The social media reader* (pp. 13-16). New York: NYU Press.
- Walther, J. B., & Jang, J.-W. (2012). Communication processes in participatory websites. *Journal of Computer-Mediated Communication*, 18, 2-15. <https://doi.org/10.1111/j.1083-6101.2012.01592.x>

• APA style online resources

- How to Cite Parenthetical Citations in APA. *EasyBib*. <http://www.easybib.com/guides/citation-guides/apa-format/how-to-cite-a-parenthetical-citations-apa/>
- Writing In-Text Citations in APA Style. *APA Style Blog*. https://blog.apastyle.org/apastyle/2011/01/writing-in-text-citations-in-apa-style.html?_ga=2.123260111.510663959.1551227711-1429746425.1551227711

Autumn 2020
COMM3558 Social Media [Hybrid]

Instructor: Dr. Roselyn J. Lee-Won
E-mail: lee-won.1@osu.edu
Location & Time: Tue 3:00pm-4:50pm (Journalism 216)
Office Hours: Tue 10:00am-12:00pm or by appointment (Derby 3074)

Course Description and Objectives

This course functions to help students (1) acquire theoretical and practical knowledge about social media and (2) understand the ways in which social media influence individuals, groups, and society. Over the semester, we will discuss a range of topics related to social media. In this course, students will come to:

1. Learn about the characteristics, functionality, and usage of social media as distinct from traditional mass media and other forms of computer-mediated communication (CMC)
2. Understand implications of media becoming “social”
3. Increase knowledge of the technological affordances of social media
4. Recognize strategies individuals and organizations adopt to use social media effectively

Course Format

This course is a **hybrid course**, which means that the course has **offline (in class) and online components**. There will be a set of weekly online activities assigned; through these activities, we fulfill what would have been the second class in a variety of ways, which include online reading quizzes, watching videos, posting reflections on Carmen, and so forth. To get most out of the hybrid format, we will take a *flipped classroom* approach: For most of the weeks, students will first engage themselves with the online materials and then discuss the content in greater depth with the guidance of the instructor.

Course Readings

All required readings will be available on Carmen.

➤ **Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

IMPORTANT NOTES ON EMAIL COMMUNICATION

*This is a hybrid course, so we will frequently rely on email for communication. It is expected that students will check and read emails from the instructor and reach out to the instructor with any questions or concerns regarding course activities. **Please observe the following when you email the instructor.***

- Include our course number in the subject line. For example, “[COMM3558] about online quiz 1”
- Follow proper business email etiquette when you initiate the conversation: (1) Include a clear, direct subject line (do not leave it blank) and (2) use a proper salutation (e.g., “Dear/Hello/Hi Dr. Lee-Won/Roselyn”). Personalizing email messages by addressing your recipient(s) can make a significant difference in the impression formation process. Consider this practice the first step to effective email communication!

OSU School of Communication Diversity Statement

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX Statement

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the OSU Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct on <https://studentconduct.osu.edu/>.

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Grading Information

Graded Course Elements

Categories and Sub-categories of Graded Elements		Pts
Attendance & In-Class Participation		40
Online Quizzes (10pts x 10 out of 7)		70
Exams	Exam 1	120
	Exam 2	140
Individual Assignments	Professional Profile	10
	Twitter Following Paper	10
	Course Reflections Paper	10
Team Project	Milestones (5pts x 4)	20
	Presentation (Gr)	20
	Paper (Gr)	40
	Peer Evaluations	20
Total		500

Grading Scale

Letter Grade	Grade Cut-Off	
	Percentages	Pts
A	93%	465
A-	90%	450
B+	87%	435
B	83%	415
B-	80%	400
C+	77%	385
C	73%	365
C-	70%	350
D+	67%	335
D	60%	300
E	< 60%	< 299

(Gr): Assessment will be made on a group basis.

Course Requirements

1. Attendance & In-Class Activities

- **Attendance will be taken for most class meetings.** You are allowed to use a maximum of **TWO** penalty-free absences. **You are NOT required to notify the instructor of these absences.**
- **Beyond the penalty-free absences, students should submit a copy of official documentation** (e.g., doctor's note, interview invitation email...) to avoid penalization. **An absence that is not formally documented (an undocumented absence) will result in a deduction of -3 points of your Attendance & Participation grade.**
- **THREE OR MORE undocumented absences beyond the penalty-free absences will lower your final grade by half letter grade (e.g., A → A-, A- → B+).**

2. Lingering Questions

- At the end of each class, unless announced otherwise, we will have a short "Lingering Questions" session during which you will reflect on class content covered that day. Some of the questions and comments will be addressed and discussed during Week 7 and 13.

3. In-Class Exams

- Both Exam 1 and Exam 2 will contain true-false and multiple-choice questions.
- Exam guides and review sessions will be provided.

4. Online Quizzes (3 lowest scores dropped)

- The quizzes are designed to engage students with the required reading assignments and other assigned materials ahead of in-class sessions.
- **Unless otherwise noted**, the quizzes will be activated by the end of **the day after our class meeting** and will close at **11:59pm on the day before the next class meeting**. Note the specific dates in the schedule table on pp. 6-7 of this syllabus.
- There will be a sufficient amount of time and flexibility for you to complete each quiz. For example, if you miss one quiz and get a “o” for the quiz, this will be dropped as one of the lowest scores. Also, answer key for each quiz will be released to those who completed the quiz to review via the Canvas system. **Thus, make-up requests for missed quizzes will NOT be considered; there will be no exceptions.**

5. Individual Assignments

Below are the individual assignment items. Specific instructions for each assignment will be provided on Carmen.

- **Professional Profile**
Construct a personal profile similar to profiles featured on professional networking sites such as LinkedIn.
- **Twitter following paper**
Follow a celebrity or a public figure on Twitter and write a short paper on the Twitter following experience.
- **Course reflection paper**
Write a reflection paper on theories, concepts, and research findings covered in this course.

6. Group Project

- *In a team of five to six members (the team size may vary depending upon the final enrollment number), you will be working on a team project (i.e., evaluating one or more digital/interactive technologies drawing on the theories, concepts, and empirical research findings covered in this course), deliver a short oral presentation to the class, and co-author a team paper. At the end of the project, peer evaluations will be performed.*

Further guidelines for the project and sample materials will be provided to you during Week 3.

Course Policies

1. Respect for the class community as a whole

- When in class, you should give your full attention to any person who is speaking (whether it is the professor or another student). Do not engage in any distracting/disruptive behaviors.
- *The instructor reserves the right to ask students engaging in distracting/disruptive behaviors during class to leave.*

2. Academic integrity

- **Academic misconduct will NOT be tolerated in this course.** The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University or subvert the educational process.”

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. The sanctions for the misconduct could include **a failing grade in the course, suspension, or even dismissal from the University.** Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so students should review the Code of Student Conduct as specified in <https://studentconduct.osu.edu/>.

- It is your responsibility to be aware of the rules of academic dishonesty. Please read through the "Ten Suggestions for Preserving Academic Integrity" available at: <https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>.
- **When in doubt, be sure to consult your instructor before doing anything about which you are uncertain – DO NOT HESITATE TO ASK.**

3. Make-up policy

- Exams and assignments can only be made up in the event of serious illness, death in the family, a religious conflict, or pre-approved university activity (e.g., athletic event).
 - For a religious conflict or university activity, the request must be made in advance; otherwise, make-up/rescheduling will not be allowed.
 - In the case of an illness, students will need to present documentation from a medical professional stating that the student's illness prevented them from taking the exam on the scheduled date. Documents that are not dated and do not indicate the severity of the illness will not be accepted.
- ***As noted in the Course Requirements section on Online Quizzes, no make-up will be allowed for any missed online quizzes.***

4. In-class technology use

- Using technology during class for anything other than taking notes and/or referring to the readings and other course-related materials will negatively affect your participation grade.

5. Lecture notes policy

- **Please note that the instructor will NOT make full class lecture notes/slides available.** This is intended to (1) minimize distractions during class and to (2) prevent unauthorized distribution and misuse of lecture materials outside the class.
- It is important that students make every effort to attend class and take notes during class. **If a student, for any reason, miss a class, it is the student's responsibility to (1) obtain notes from someone else in the class and/or (2) meet with the instructor during office hours to review the missed content.**

6. Grading policy: IMPORTANT!

- To keep the grading process fair to everyone in the class, the instructor will NOT make grade adjustments based on factors outside the grade components and course policies.
- The instructor will NOT accept any end-of-semester requests to "round up" to the next grade level, no matter how close the scores are.

Appendix: Course Schedule

- ❖ This syllabus presents a contract in the works. Events that happen over the semester may require me to modify the administration of the course; therefore, specific items listed in the table may be subject to change. If changes/adjustments need to be made, I will make announcements well in advance to help you to plan things ahead.
- ❖ **IMPORTANT: Most due dates for assignments for a given week come BEFORE class meetings. Mark your calendar so that you won't miss any of the due dates!**

Wk	Class Meeting Dates & Topics	Online Activities & Assignments	Assigned Materials	Offline (In-Class) Activities	Other Logistics/Notes
1	08/25 Course Introduction	N/A	N/A	<ul style="list-style-type: none"> • Participation roster per federal guidelines • Roadmap for the course 	
2	09/01 Social Media vs. Mass Media	<ul style="list-style-type: none"> • Professional Profile and Quiz 1 due on 08/31 (11:59pm) 	<ul style="list-style-type: none"> • Humphreys (2016, excerpts) • Rosen (2012) 	<ul style="list-style-type: none"> • Lecture & discussion 	
3	09/08 The Technological Basis of Social Media	<ul style="list-style-type: none"> • Quiz 2 due on 09/07 (11:59pm) 	<ul style="list-style-type: none"> • Ohanian video • Walther and Jang (2012, excerpts) 	<ul style="list-style-type: none"> • Lecture & discussion 	<ul style="list-style-type: none"> • Team project instructions
4	09/15 Self-Presentation on Social Media	<ul style="list-style-type: none"> • Quiz 3 due on 09/14 (11:59pm) 	<ul style="list-style-type: none"> • D'Angelo & Van der Heide (2016) 	<ul style="list-style-type: none"> • Lecture & discussion 	<ul style="list-style-type: none"> • Start forming project teams
5	09/22 Interacting with the Publics (1)	<ul style="list-style-type: none"> • Quiz 4 due on 09/21 (11:59pm) 	<ul style="list-style-type: none"> • Lee (2015) • boyd et al. (2010) 	<ul style="list-style-type: none"> • Lecture & discussion 	<ul style="list-style-type: none"> • Finalize project teams • Project Milestone 1 instructions
6	09/29 Interacting with the Publics (2)	<ul style="list-style-type: none"> • Quiz 5 due on 09/18 (11:59pm) • Project Milestone 1 due on 09/28 (11:59pm) 	<ul style="list-style-type: none"> • Barnes and Pavao (2017) • Barnes et al. (2018) 	<ul style="list-style-type: none"> • Lecture & discussion 	<ul style="list-style-type: none"> • Project Milestone 2 instructions
7	10/06 Lingering Questions (1) & Exam Review	<ul style="list-style-type: none"> • Project Milestone 2 due on 10/05 (11:59pm) • Online exam guide 	<ul style="list-style-type: none"> • Materials from Wk2 through Wk6 	<ul style="list-style-type: none"> • Lecture & discussion 	<ul style="list-style-type: none"> • Twitter Following Paper due on 10/10 (11:59pm)

Wk	Class Meeting Dates & Topics	Online Activities & Assignments	Assigned Materials	Offline (In-Class) Activities	Other Logistics/Notes
8	10/13 Exam 1	Exam 1			
9	10/20 <i>Affordances of Social Media</i>	<ul style="list-style-type: none"> Quiz 6 due on 10/19 (11:59pm) 	<ul style="list-style-type: none"> Fox & McEwan (2017) 	<ul style="list-style-type: none"> Lecture & discussion 	<ul style="list-style-type: none"> Instructions on team paper writing
10	10/27 <i>Virality on Social Media</i>	<ul style="list-style-type: none"> Quiz 7 due and Project Milestone 3 on 10/26 (11:59pm) 	<ul style="list-style-type: none"> Berger (2013) Ch. 1 Malhotra et al. (2012, 2013) 	<ul style="list-style-type: none"> Lecture & discussion 	<ul style="list-style-type: none"> Instructions on project presentations
11	11/03 <i>Persistence & Ephemerality</i>	<ul style="list-style-type: none"> Quiz 8 and Project Milestone 4 due on 11/02 (11:59pm) 	<ul style="list-style-type: none"> Bayer et al. (2016) Choi & Sung (2018) 	<ul style="list-style-type: none"> Lecture & discussion 	
12	11/10 <i>The Dark Sides</i>	<ul style="list-style-type: none"> Quiz 9 due on 11/09 (11:59pm) 	<ul style="list-style-type: none"> Aaker and Smith (2010) Kawase et al. (2013) 	<ul style="list-style-type: none"> Lecture & discussion 	
13	11/17 <i>Lingering Questions (2)</i>	<ul style="list-style-type: none"> Quiz 10 on APA style due on 11/16 (11:59pm) 	<ul style="list-style-type: none"> APA style online resources Materials from Wk9 through Wk13 	<ul style="list-style-type: none"> Lecture & discussion 	<ul style="list-style-type: none"> Project group work
14	11/24 <i>Project Presentations (1)</i>	<ul style="list-style-type: none"> Presenting teams only: Slides due on 11/23 (11:59pm) 	<ul style="list-style-type: none"> Everyone: Mandatory audience feedback (counted toward Attendance & Participation) 		
15	12/01 <i>Project Presentations (2)</i>	<ul style="list-style-type: none"> Presenting teams only: Slides due on 11/30 (11:59pm) 	<ul style="list-style-type: none"> Everyone: Mandatory audience feedback (counted toward Attendance & Participation) 		
16	12/08 <i>Wrapping Up & Exam Review</i>	<ul style="list-style-type: none"> Online exam guide 		<ul style="list-style-type: none"> Review for Exam 2 	<ul style="list-style-type: none"> Team Paper & Peer Evaluations due on 12/08 (11:59pm) *NOTE THE DUE DATE
17	<i>Final Logistics & Exam</i>	<ul style="list-style-type: none"> Course Reflection Paper due on 12/09 (11:59pm) *NOTE THE DUE DATE 	N/A	Exam 2 TBD	

☀ **Note on the exam schedule:**

Because the exams should be administered and graded in a fair manner for everyone enrolled in this course, alternative arrangements will be made only in the event of official university function (e.g., athletic event), family emergencies, serious illness and medical needs that can be DOCUMENTED. Students should (1) notify me in advance and (2) provide formal and proper documentation to be considered for alternative arrangements.

List of Required Readings

- Aaker, J., & Smith, A. (2010). *The dragonfly effect: Quick, effective, and powerful ways to use social media to drive social change*. San Francisco: CA: Jossey-Bass.
- Barnes, N. G., & Pavao, S. (2017). The 2017 Fortune 500 Go Visual and Increase Use of Instagram, Snapchat, and YouTube. Retrieved from <http://www.umassd.edu/cmr/socialmediaresearch/2017fortune500/#d.en.963986>
- Barnes, N. G., Kane, A., & Maloney, K. (2018). The 2018 Fortune 500 Target Millennials and Seek Uncensored Expression. Retrieved from https://blog.apastyle.org/apastyle/2011/01/writing-in-text-citations-in-apa-style.html?_ga=2.123260111.510663959.1551227711-1429746425.1551227711
- Berger, J. (2013). *Contagious: Why things catch on*. New York: NY: Simon and Schuster.
- boyd, d., Golder, S., & Lotan, G. (2010). *Tweet, tweet, retweet: Conversational aspects of retweeting on Twitter*. Paper presented at the 43rd Hawaii International Conference on System Sciences (HICSS-43), Kauai, HI.
- Choi, T. R., & Sung, Y. (2018). Instagram versus Snapchat: Self-expression and privacy concern on social media. *Telematics and Informatics*, 35(8), 2289-2298. <https://doi.org/https://doi.org/10.1016/j.tele.2018.09.009>
- Fox, J., & McEwan, B. (2017). Distinguishing technologies for social interaction: The perceived social affordances of communication channels scale. *Communication Monographs*, 84, 298-318. <https://doi.org/10.1080/03637751.2017.1332418>
- Humphreys, A. (2016). *Social media: Enduring principles*. New York, NY: Oxford University Press.
- Kawase, R., Nunes, B. P., Herder, E., Nejdil, W., & Casanova, M. A. (2013). *Who wants to get fired?* Paper presented at the Proceedings of the 5th Annual ACM Web Science Conference, Paris, France.
- Lee, J. (2015). The double-edged sword: The effects of journalists' social media activities on audience perceptions of journalists and their news products. *Journal of Computer-Mediated Communication*, 20, 312-329. <https://doi.org/10.1111/jcc4.12113>
- Malhotra, A., Malhotra, C. K., & See, A. (2012). How to get your messages retweeted. In *MIT Sloan Management Review* (Vol. 53, pp. 61-66).
- Malhotra, A., Malhotra, C. K., & See, A. (2013). How to create brand engagement on Facebook. In *MIT Sloan Management Review* (Vol. 54, pp. 18-20).
- Ohanian, A. (2009, November). *How to make a splash in social media* [Video file]. Retrieved from https://www.ted.com/talks/alexis_ohanian_how_to_make_a_splash_in_social_media?
- Rosen, J. (2012). The people formerly known as the audience. In M. Mandiberg (Ed.), *The social media reader* (pp. 13-16). New York: NYU Press.
- Walther, J. B., & Jang, J.-W. (2012). Communication processes in participatory websites. *Journal of Computer-Mediated Communication*, 18, 2-15. <https://doi.org/10.1111/j.1083-6101.2012.01592.x>

• APA style online resources

- How to Cite Parenthetical Citations in APA. *EasyBib*. <http://www.easybib.com/guides/citation-guides/apa-format/how-to-cite-a-parenthetical-citations-apa/>
- Writing In-Text Citations in APA Style. *APA Style Blog*. https://blog.apastyle.org/apastyle/2011/01/writing-in-text-citations-in-apa-style.html?_ga=2.123260111.510663959.1551227711-1429746425.1551227711

COMM 3558 Social Media (OL)

School of Communication | Spring 2020

Instructor: Dr. Teresa Lynch

E-mail: lynch.659@osu.edu

Office Hours: Mondays 1pm – 3pm and by appointment; held online via Carmen Connect
[\[insert link\]](#)

Teaching Assistant: TBD

E-mail: TBD

Office Hours: TBD; held online via Carmen Connect

COURSE DESCRIPTION AND OBJECTIVES

This course functions to help students (1) acquire theoretical and practical knowledge about social media and (2) understand the ways in which social media influence individuals, groups, and society. Over the semester, we will discuss a range of topics related to social media. In this course, students will come to:

1. Learn about the characteristics, functionality, and usage of social media as distinct from traditional mass media and other forms of computer-mediated communication (CMC)
2. Understand implications of media becoming “social”
3. Increase their knowledge of the structure and governance of social media
4. Recognize strategies various entities (e.g., individuals, activists, organizations) adopt to use social media effectively

COURSE FORMAT

This course is an **online course**, which means that students will access 100% of the class material, activities, and assessments online via the Internet. No in-person meetings will take place.

COURSE MATERIALS

All required readings and materials will be accessible through our Carmen site via the Files section.

Access to a computer/laptop, a high-speed Internet connection, current web browser with video-related plugins, Microsoft Office ([available to OSU student free of charge](#)), a digital recording device with related recording software, and speakers/headphones. Although students may opt to use their smartphones as their digital recording devices, they should not attempt to complete other aspects of this course using a smartphone. This course is exclusively online. As a result, you must be comfortable using your computer, web-browser, and navigating Carmen. Additionally, you must ensure that your computer functions properly and that you use some form of data redundancy (e.g., cloud backups or physical duplication). Please see the technology policy below for more details.

Commented [LT1]: In response to Mike Kaylor's note about access to a device to record video

Commented [LT2]: In response to Mike Kaylor's note about access to a device to record video

COURSE ASSESSMENTS

Exams: Students will complete two exams worth a total of 40% of the final course grade. The exams will rigorously test your knowledge about the course topics. I have designed the exams to be difficult for two reasons. First, the difficulty will motivate you to keep up with the material each week and to study as you would for a standard exam. Second, all exams are open book and open notes. The exam material comes from the lectures and the assigned readings/materials. The exam questions are applied rather than definition-based. There will be 2 non-cumulative, multiple-choice and open-ended response exams. I will inform students of the number of questions on the exam ahead of its release in Carmen. Students will have 65 minutes to complete each exam. The time limit will greatly constrain the ability to look up individual answers. Students must be knowledgeable of the course material to perform well on the exam within the allotted time and must complete exams during the specified time window. Students will only have one attempt to complete each exam. I do not allow group work on the exams and doing so constitutes academic misconduct. I do not drop or replace poor exam grades. Please prepare well and do not wait until the last minute to start an exam, as technological issues can occur. If students have questions, they should use the Exam (1 or 2 as applicable) Questions discussion board available in Carmen [\[insert link here\]](#).

Reading/Material Quizzes: Students will complete eleven quizzes worth a total of 15% of the final course grade. The quizzes will serve to prepare students for the exams by cueing them to important points in the reading or other materials. In other words, the topics covered in the quizzes will likely reappear on the exams (although the questions themselves will be different). Unlike the exams, I do not intend the quizzes to be difficult. Rather, I intend for them to highlight important themes from the readings and other materials so that students can return to those topics when preparing for the exams. Instructions will always state to which reading/material the quiz corresponds. If students have questions, they should use the Quiz Questions discussion board available in Carmen [\[insert link here\]](#).

Online Presentations: Students will complete one online project with two deliverable milestones and a final presentation worth a total of 30% of the final course grade. If students have questions, they should use the Milestone #1, Milestone #2, or Presentation discussion board (whichever assignment their questions pertain to) available in Carmen [\[insert link here\]](#).

Milestones: Students will submit two portions of the project, Milestones #1 and #2, prior to the final submission (the presentation). Milestone #1 will require the identification of an entity (i.e., an organization, group, collective, etc.), what function it serves, and a review of the economic, social, and political contexts within which the entity exists and operates. Milestone #2 builds on this identification portion and will require an analysis of the entity's use of social media, interaction with intended audiences, and critically examine the success of the entity's social media use by applying course concepts. Students will post this material to the Milestones discussion board where their submissions will receive feedback from peers through an online, public review process (see below).

Presentations: Incorporating peer feedback, students will combine the materials prepared for the Milestone submissions into a video presentation that shares what they have learned about their selected entity and its use of social media with respect to course concepts. The presentations will also require students to provide a debrief of what they felt they learned during the course of the project. Ultimately, students will upload and share the video presentation with their peers on the Presentations discussion board.

I will provide detailed instructions, guidance, and a rubric for each milestone and the final presentation in Carmen.

Peer Review of Milestones: Students will complete reviews of an assigned peer's online presentation milestone worth a total of 10% of the final course grade. Twice during the semester students will review an assigned peer's presentation milestone publicly using the Milestone #1 or #2 discussion board. Reviewing requires that you find fault(s) with the submission and make an argument about how the work might be improved. Students' goal in these reviews is to help their peers make strong presentations by challenging their ideas and identifying shortcomings in the work. I will provide detailed instructions and guidance for each milestone review assignment.

A sheet with guidelines and suggestions for how to engage in successful peer reviews is available for students here [\[insert link\]](#).

Peer Review of Presentations: Students will complete four reviews of assigned peer online presentations worth a total of 5% of the final course grade. For the final presentations, students will be assigned to watch four different peer presentations online and comment publicly using the course discussion board. Reviewing the final presentations should include identification of the strengths and weaknesses of the final projects. Additionally, students will identify what they learned from the videos and how they see it fitting into the course content. I will provide detailed instructions and guidance for the presentation review assignment.

A sheet with guidelines and suggestions for how to engage in successful peer reviews is available for students here [insert link].

GRADING

The grade for this course is based on 2 exams, 11 reading/material quizzes, 2 project milestones, 1 final project, 2 peer reviews of project milestones, and 1 peer review of final project.

Item	Total Percentage
Exam I	20%
Exam II	20%
Reading/Material Quizzes	15%
Online Presentations	
Milestone #1	5%
Milestone #2	5%
Final Presentation	20%
Peer Review of Milestones	
Milestone #1	5%
Milestone #2	5%
Peer Review of Presentations	5%

I will use the standard OSU grading scale. I will not round grades. If this course is required for you to graduate or to avoid academic probation/expulsion, I expect you to perform at your best to avoid an undesirable outcome. Be proactive. Be professional.

A 93.00-100%	B 83.00-86.99%	C 73.00-76.99%	D 60.00-66.99%
A- 90.00-92.99%	B- 80.00-82.99%	C- 70.00-72.99%	E 0-59.99%
B+ 87.00-89.99%	C+ 77.00-79.99%	D+ 67.00-69.99%	

COURSE POLICIES

Communication policy: Because of the size of our class and its online nature, the communication policies serve to facilitate timeliness, collaboration, and simplicity. Please aim to adhere to the policy closely. Deviating from the policy may result in undue delays or us missing your messages altogether.

Things to avoid:

1. *Carmen mail/messenger & Carmen submission comments.* Both of these are unreliable and the instructors will not check them regularly.
2. *Weekend emails and messages sent around 5PM or later on weekdays.* Under most circumstances, we will respond to messages of this sort on the next business day.
3. *Sending emails that are not from your OSU email address.* Messages to our OSU accounts from non-OSU email services are regularly marked as spam and since their OSU cannot confirm their delivery, you may not use them as evidence of communication attempts.
4. *Unprofessional emails.* Please ensure that your email messages are professional and informative by including your course info in the subject line, a salutation, adequate yet concise body text, closing, and your full name.
5. *Emails that require immediate attention.* We aim to answer emails with 24 hours of receipt on business days. Be proactive and plan ahead.

Sources of course information: Because this is an online class, quick questions regarding the course cannot take place in person. Thus, I have set up a system for you to access various forms of information about the course. Start at the top of this list and work your way down to find answers to your questions. This will usually be the most efficient and quick way to get information about the course.

1. *First source for information:* Your first and most important resource are the course discussion boards available in Carmen, because it is likely that another student has asked your question and an instructor has already answered it. For general course questions, use the General Course Questions discussion board [\[insert link here\]](#). For assignment

specific questions, use the specific [Assignment Name] discussion board for each assignment.

2. *Second source for information:* If you wish to remain anonymous or have sensitive questions, send your specific TA an email. In short, your TA is your lifeline for this course. Your TA will have an intimate knowledge of your work and should be your resource for all questions and concerns regarding content, class scheduling, accommodations, or any other class related issues not addressed in the discussion boards.
3. *Third source for information:* If after referencing the discussion board and contacting your TA you feel that you still have questions or concerns, you may email the professor: lynch.659@osu.edu

Deadlines: Assume that all deadlines are in Eastern Time (ET).

Late work: Students may submit all assessments late with a penalty. Penalties for late work increase cumulatively. Submitting work 1 second after the deadline yields a -2.5% point penalty for the submission. For each additional hour after the deadline, you lose an additional -2.5% off the submission.

Unenrollment: OSU does not recognize unenrollment as a valid excuse for missing work. If you become unenrolled from the course for any reason, it is your responsibility to contact me and establish alternative means to submit work prior to the specified deadline. If you suspect that this policy will affect you, I recommend saving the syllabus to your local computer or printing it out for reference.

Professionalism: You must ensure that the work you submit is correct. Submitting files that are corrupt, the wrong version, the wrong format, missing components, the wrong file type, etc. is unprofessional. It is your responsibility to check on the integrity of your work immediately following submission. We will not inform you if your work fails these standards. If we cannot view your work, you will not receive credit for your submission. Standard lateness penalties apply to unprofessional work.

I will not tolerate disruptions to my online classroom including threatening behavior or inappropriate language/derogatory speech. I expect that all students in this course will maintain civility, professionalism, and decorum while in the classroom and in our online interactions. I reserve the right to dismiss any student who is non-compliant with this policy. Additionally, I reserve the right to report disruptive students to the Dean of Students and/or University Police.

Technology: Students must also use technology outside of the classroom because this is an online delivered course. Students must regularly check their OSU email account, the Carmen course page for information, materials, updates, and to organize group work. Students must maintain access to a computer/laptop, a high-speed Internet connection, current web browser with video-related plugins, and speakers/headphones throughout the course of the semester. In addition, students must have access to a video recording device (e.g., a smartphone, external USB video camera, etc.) and video recording software for the final presentations. Acceptable digital recording devices are commercially available for significantly less than the typical cost of a textbook (i.e., under \$40.00). The instructor will link lectures through the Carmen page at: [\[insert link\]](#).

Commented [LT3]: In response to Mike Kaylor's note about access to a device to record video

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

Technical failure does not constitute an excuse for submitting work late. This rule is more important with online courses. You are, per course requirements, obligated to have regular access to a working computer/laptop and high-speed internet access. It is your responsibility to make sure your devices are in working order, which includes hardware and software. Technical problems which are documented by the University's Office of the Chief Information Officer will be permitted as these are outside of your control. You can view the status of OSU's systems on this page. If you experience a problem with an OSU system (email, Carmen) which OCIO have not reported, it will be your responsibility to raise a ticket with them. Only after they confirm your situation was out of your control will an accommodation be made. Note that a situation like this is extremely rare. If you find yourself experiencing a technical issue that impacts your ability to take part in essential class activities, your first response should be to make alternate arrangements (e.g. a computer lab). You should email your TA only when this is not possible, at which point accommodations may be made, depending on the circumstances.

The instructor and course TAs will hold office hours through Ohio State's conferencing platform, Carmen Connect. A separate guide to accessing Carmen Connect and our office hours is posted on the course Carmen page under Files. Our room can be accessed at: [\[insert link\]](#) Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Connect for the student to live chat with the professor or TA in the virtual office hours room. Help guides on the use of Carmen Connect can be found at <https://resourcecenter.odee.osu.edu/carmenconnect>

Grade appeals: You may send your TA an email to instigate a grade appeal within 1 week after the grade posting in Carmen. Appeals must have strong evidence-based arguments that reference specific components of the assignment's grading criteria. Appeals can result in an unchanged grade, a higher grade, or a lower grade.

Course leave: If you become seriously ill or something happens to you that prevents you from participating in the course for an extended amount of time (e.g., mental illness, taking care of an immediate family member, childbirth, etc.), you may apply for course leave. You must let the instructor know of your situation as soon as practical when you become aware of the need for leave (either the day you learn of the need or the next workday). If you qualify for leave, we will allow you to make up missed work up to 7 days prior to your leave request. Be proactive and let us know as soon as possible if you think you need leave. We will not grant leave retroactively. For example, if you qualify for leave in week 2 but request leave in week 5, you cannot earn credit for work due in weeks 2 & 3. Course leave is similar to OSU's Family and Medical Leave (FML; [see here for more information](#)) and the instructor will consider such requests on a case-by-case basis.

Peer evaluation and public work: The structure of this course incorporate public posting of your assignments and peer review/evaluation. If you are not comfortable with this, I recommend you drop this course as I will not make any accommodations to this structure.

Tentative nature of syllabus: This syllabus represents an agreement between the students and the instructor, Dr. Teresa Lynch. Students enrolled in this class agree to the terms of the syllabus and understand that the policies, schedule, and deadlines outlined within it are subject to the instructor's modification with notice via Carmen to students.

OSU POLICIES

Academic misconduct. All work should be your original work. You must use citations when presenting ideas that are not your own using APA style. You must complete all submitted work by yourself. You may not reuse work from a past or current semester. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct

Disability services. Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Sexual misconduct/relationship violence. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity. The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Copyright disclaimer. The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Students must consider copyright law before copying, retaining, or disseminating materials outside of the course.

Student life issues. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you are or someone you know

is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org.

Student academic services. Academic Services' website provides support for student academic success. Students can obtain information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors at <http://advising.osu.edu/welcome.shtml>. Students may learn about additional services offered on the OSU main campus by visiting <http://ssc.osu.edu>.

Commented [LT4]: This material has been added in response to items 7.3 and 7.4 in Mike Kaylor's review

COURSE SCHEDULE

Typical weekly structure. I release new content on Saturday at 12:00AM EST. Assessments for that week are due on Fridays by 5:00PM EST.

Wk	Date	Topic	Lecture Video	Material or Reading	Due
1	1/6 – 1/10	Course Introduction	Video 1	Syllabus	
		Social Media vs. Mass Media	Video 2	Humphreys (2016, excerpts); Rosen (2012)	Quiz 1
2	1/11 – 1/17	The Ruling of Social Media	Videos 3, 4	Spar (2001); Tufekci (2016)	Quiz 2
3	1/28 – 1/24	The Technological Basis of Social Media	Videos 5, 6	Ohanian video ; Walther and Jang (2012)	Quiz 3
4	1/25 – 1/31	The Social Basis of Social Media	Videos 7, 8	boyd & Ellison (2008, excerpts); boyd et al. (2010)	Quiz 4; Presentation Milestone #1

5	2/1 – 2/7	Interacting with the Publics	Videos 9, 10	Marwick & boyd (2011) Blackwell et al., (2015)	Quiz 5
6	2/8 – 2/14	Organizing through Social Media I	Videos 11, 12	Tufekci (2017) Ch. 2 - 4	Quiz 6; Peer Review of Milestone #1
7	2/15 – 2/21	Organizing through Social Media II	Videos 13, 14	Tufekci (2017) Ch. 5 - 7	Quiz 7
8	2/22 – 2/28				Exam 1
9	2/29 – 3/6	Virality on Social Media	Videos 15, 16	Spitzberg (2014); Berger (2013) Ch. 1; Malhotra et al. (2012, 2013)	Quiz 8; Presentation Milestone #2
10	3/7 – 3/13	Spring Break			
11	3/14 – 3/20	Persistence and Ephemerality	Videos 17, 18	Bayer et al. (2016); Spinda and Puckette (2018)	Quiz 9; Peer Review of Milestone #2
12	3/21 – 3/27	Identity and Authenticity	Videos 19, 20	Gonzales et al. (2018); Ellis video ; Velez et al. (2018)	Quiz 10

13	3/28 – 4/3	The Dark Sides	Videos 21, 22	Bright, 2018; Fox & Moreland, 2015; Fardouly & Vartanian, 2016	Quiz 11; Presentations
14	4/4 – 4/10	Project Presentations Group 1			Presentation Peer Reviews
15	4/11 – 4/17	Project Presentations Group 2			Presentation Peer Reviews
Finals	4/22 – 4-28				Exam 2

COMM3558 OL Reading and Materials List

- Bayer, J. B., Ellison, N. B., Schoenebeck, S. Y., & Falk, E. B. (2016). Sharing the small moments: ephemeral social interaction on Snapchat. *Information, Communication & Society, 19*(7), 956-977.
- Berger, J. (2016). *Contagious: Why things catch on*. New York, NY: Simon and Schuster.
- Blackwell, C., Birnholtz, J., & Abbott, C. (2015). Seeing and being seen: Co-situation and impression formation using Grindr, a location-aware gay dating app. *New Media & Society, 17*(7), 1117-1136. doi: 10.1177/1461444814521595
- boyd, d. m., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of computer-mediated Communication, 13*(1), 210-230.
- boyd, d., Golder, S., & Lotan, G. (2010, January). Tweet, tweet, retweet: Conversational aspects of retweeting on twitter. In *2010 43rd Hawaii International Conference on System Sciences* (pp. 1-10). IEEE.

- Bright, J. (2018). Explaining the emergence of political fragmentation on social media: The role of ideology and extremism. *Journal of Computer-Mediated Communication, 23*(1), 17-33.
- Ellis, L. (2018, September 11). *YouTube: Manufacturing Authenticity (For Fun and Profit!)* [Video file]. Retrieved from <https://www.youtube.com/watch?v=8FJEtCvb2Kw&feature=youtu.be>
- Fardouly, J., & Vartanian, L. R. (2016). Social media and body image concerns: Current research and future directions. *Current Opinion in Psychology, 9*, 1-5. doi: 10.1016/j.copsyc.2015.09.005
- Fox, J., & Moreland, J. J. (2015). The dark side of social networking sites: An exploration of the relational and psychological stressors associated with Facebook use and affordances. *Computers in Human Behavior, 45*, 168-176.
- Gonzales, A. L., Kwon, E. Y., Lynch, T., & Fritz, N. (2018). "Better everyone should know our business than we lose our house": costs and benefits of medical crowdfunding for support, privacy, and identity. *New Media & Society, 20*(2), 641-658. doi: 10.1177/1461444816667723
- Humphreys, A. (2016). *Social media: Enduring principles*. New York, NY: Oxford University Press.
- Malhotra, A., Malhotra, C. K., & See, A. (2012). How to get your messages retweeted. In MIT Sloan Management Review (Vol. 53, pp. 61-66).
- Malhotra, A., Malhotra, C. K., & See, A. (2013). How to create brand engagement on Facebook. In MIT Sloan Management Review (Vol. 54, pp. 18-20).
- Marwick, A. E., & boyd, D. (2011). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. *New Media & Society, 13*(1), 114-133.
- Ohanian, A. (2009, November). *How to make a splash in social media* [Video file]. Retrieved from https://www.ted.com/talks/alexis_ohanian_how_to_make_a_splash_in_social_media?
- Rosen, J. (2012). The people formerly known as the audience. In M. Mandiberg (Ed.), *The social media reader* (pp. 13-16). New York: NYU Press.

- Spar, D. L. (2001). *Ruling the waves: From the compass to the Internet, a history of business and politics along the technological frontier*. New York, NY: Harcourt.
- Spinda, J. S., & Puckette, S. (2018). Just a snap: Fan uses and gratifications for following sports snapchat. *Communication & Sport, 6*(5), 627-649.
- Spitzberg, B. H. (2014). Toward a model of meme diffusion (M3D). *Communication Theory, 24*(3), 311-339.
- Tufekci, Z. (2017). *Twitter and tear gas: The power and fragility of networked protest*. New Haven, CT: Yale University Press.
- Tufekci, Z. (2016). As the pirates become CEOs: The closing of the open Internet. *Daedalus, 145*(1), 65-78.
- Velez, J. A., Golieb, G., Graybeal, G., Abitbol, A., Villarreal, J. A. (2018). Live streams and revenue streams: Twitch as a hybrid gaming culture. *Video games: A Medium that demands our attention*. N. D. Bowman (Ed.). New York, NY: Routledge.
- Walther, J. B., & Jang, J. W. (2012). Communication processes in participatory websites. *Journal of Computer-Mediated Communication, 18*(1), 2-15. doi:10.1111/j.1083-6101.2012.01592.x

Comparison of COMM4554 and COMM3558 (OL) Descriptions and Objectives

COMM4554 (taught by Lee-Won AU18) course description and objectives wording:

This course is designed to help students (1) acquire theoretical and practical knowledge about social media and (2) understand the ways in which social media influence important social domains. Specifically, we aim to address the following questions:

1. What are social media, and what are the implications of media becoming “social”?
2. How are social media different from traditional mass media and from the “older” forms of computer-mediated communication (CMC)?
3. What strategies should individuals and organizations adopt to use social media effectively? What are some of the pitfalls should individuals and organizations avoid?

New COMM3558 (all formats) course descriptions and objectives:

This course functions to help students (1) acquire theoretical and practical knowledge about social media and (2) understand the ways in which social media influence individuals, groups, and society. Over the semester, we will discuss a range of topics related to social media. In this course, students will come to:

1. Learn about the characteristics, functionality, and usage of social media as distinct from traditional mass media and other forms of computer-mediated communication (CMC)
2. Understand implications of media becoming “social”
3. Increase their knowledge of the structure and governance of social media
4. Recognize strategies various entities (e.g., individuals, activists, organizations) adopt to use social media effectively

Rationales for the Proposed Level Change (from a 4000-level course to a 3000-level course)

1. Whereas COMM4554 included substantial readings per class meeting, both formats of COMM3558 assign a reduced quantity of material to make the demand on the student more appropriate for a 3000-level course. This does not insinuate, however, any diminishing of the quality in the selected readings and other materials.
2. Both versions of COMM3558 include a number of updated materials, retiring a number of those usefully assigned in previous versions of COMM4554 that are now somewhat dated. For example, the readings will focus more on currently popular social platforms such as Instagram and Snapchat and less on Facebook.
3. Some of the readings used in (the hybrid) COMM4554 had required quite sophisticated levels of methodological and statistical knowledge. Reflecting the proposed level change, the course content of the online and hybrid COMM3558 is more accessible for students who may not have completed coursework in research method and advanced statistics.

Rationales for the Including a new format (from a mid-sized hybrid course to a large online course)

1. Whereas the COMM4554 included quizzes that served to prepare the students for in-class discussion, the quizzes proposed for the proposed ONLINE COMM3558 will serve to prepare students for rigorous conceptual and applied exams. Having these quizzes directly serve exam preparation also means that they are likely less advanced than those in COMM4554.

Note: COMM3558 (hybrid) will keep using online quizzes for the facilitation of in-class discussion.

2. Whereas the hybrid COMM4554 required students to engage in group projects, students will independently complete the proposed projects for COMM3558. The rationale for this change to format falls along several dimensions. First, in the instructor's experience, group work is notoriously difficult for students to accomplish in the asynchronous online learning environment. Thus, the first rational is logistical. Second, the nature of students working with others' ideas and receiving others' feedback during the process of project completion is not diminished given the structuring of the assignment. Students will peer review each other's milestones and deliverables. This provides a system of accountability both for student submitters and student reviewers. Finally, the material covered in the course entails a great deal of discussion of online disclosures, sharing of ideas, and scrutiny in the public sphere. This assignment resonates with those topics by requiring public presentation and review.

Note: The hybrid version of COMM3558 may keep the projects in the team-based format used in the hybrid version of COMM4554.

3. In the online COMM3558, weekly videos will elaborate along the breadth and depth of the materials, connecting those materials independently read (or viewed, as the case may sometimes be) to asynchronously delivered lecture material.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Communication 3558 Social Media (DL)

Instructor: Dr. Teresa Lynch

Summary: Distance Learning Course Offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Carmen Connect
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Online lectures • Weekly readings and quizzes • Online presentation • Online presentation • Online presentation peer review • Online presentation peer review milestones • Online timed exams x 2
6.3 Technologies required in the course are readily obtainable.	X			This course is using the core common toolset offered by OSU. Specifically Carmen and Carmen Connect. Obtainable by all OSU students.
6.4 The course technologies are current.	X			All applications are web based tools offered by OSU.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			There are no external tools being used for this course.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Multiple forms of contact for 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			This course is using the core common toolset

				offered by OSU. Specifically Carmen and Carmen Connect. Obtainable by all OSU students. These tools are accessible.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 4/5/19
- Reviewed by: Mike Kaylor

Notes: You may want to think about how a student will submit there video assignments if they do not have access to a device to record video.

^aThe following statement about disability services (recommended 16 point font):
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the "Other Course Policies" section of the syllabus.

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		Basic
Research Methods			
3160(H), 3163, 3165		Intermediate	Advanced
Core Requirements			
<i>Strategic Comm</i>			
2321	Basic		
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
3325	Intermediate	Intermediate	
4337			Advanced
<i>New Media & Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis & Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3440		Intermediate	
3620	Basic	Basic	
Sub-Plan Electives			
<i>Strategic Comm (9 cr. Req.)</i>			
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
3668			Intermediate
4558		Advanced	Advanced
4737		Intermediate	Advanced
4820(H)	Advanced		Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Sub-Plan Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design)	Intermediate	Intermediate	Basic
Other specialization (6 cr. Req.)			
3513	Intermediate		
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4558		Advanced	Advanced
4665	Intermediate	Intermediate	
4738	Intermediate		Intermediate

Comm Analysis & Practice

N/A as CAP has elective clusters (see below)

Special Topic Electives*Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
3415	Basic	Intermediate	Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4554	Intermediate	Intermediate	Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

New Media & Comm Tech

(9 cr. from one track)

Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate

Comm Analysis & Practice

(18 cr. req.)

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3415	Basic	Intermediate	Intermediate
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
3668	Intermediate		
4240(H)		Basic	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665	Intermediate	Intermediate	
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced