

**Loyola University Chicago**  
**Spring 2014**  
**SOCIABLE MEDIA - COMM 261 201 SP14**  
**Tuesday, 7:00 to 9:30 PM**  
**School of Communication Room 003**

**Eric Bryn**

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**Office hours: 6PM every Tues unless otherwise noted**

### **Course Description**

COMM 261-201 Sociable Media will focus on constructs, premises, and theories that underlie social media and its influence on culture generally and marketing-communications specifically. The class blends theory and practice so as to equip students with fundamental knowledge and skills that they can use in a professional environment or in furtherance of their scholarly pursuits.

The COMM 261-201 class is roughly divided into thirds over the semester. The first third of the semester focuses on cultural and policy issues related to social media. The second third of the semester focuses on how brands leverage social media. The final third of the semester focuses on the practical application of the issues explored in the first two thirds of the class.

### **Course Learning Outcomes**

- You will have a fundamental understanding of social media marketing strategies and tactics.
- You will draft a social media marketing plan.
- You will have an understanding of policy and regulatory issues relating to big data, privacy, and consumer trust.

### **Textbooks**

- *Social Media Marketing, A Strategic Approach (SMM)*, Barker, Barker, Borman, Neher, SOUTH-WESTERN CENGAGE LEARNING, © 2013. ISBN-13: 978-0-538-48087-1
- *Social Media is Bullshit (SMBS)*, Mendelson, St. Martin's Press, © 2012. ISBN 978-1-250-00295-2, ISBN 978-1-250-01750-5

### **Grading**

Your grade for COMM 261-201 takes into account your class participation, weekly writing assignments ("Reaction Papers"), and your three position papers ("Position Papers"). Grading is based on a points system. There are 750 total points available. The breakdown is below:

- **Class participation, 150 points, 20%:** At the beginning of the semester you are given full credit for class participation; that is, you already have been

allocated 150 points. To keep this points total you must participate in class discussions and come to class prepared to participate in these discussions. Each class that you miss without prior notification or approval, or in which you do not participate, you are debited 15 points from the original 150 points. Since we meet once a week, class participation is necessary for the success of the class. You are expected to prepare for each class as indicated by completing the required assignments, and any additional work as specified, prior to class, and come to class prepared to discuss these assignments.

- **Weekly writing assignments (“Reaction Papers”), 150 points, 20%:** For each class where there are reading/viewing assignments, you are required to submit a 250 to 400 word essay about the reading assignments in response to a challenge question that relates to the required reading/viewing. There are 10 Reaction Papers due throughout the semester; hence, each Reaction Paper is worth 15 points. I am not interested in a summary of the reading. Rather, I am interested in what you think about the reading assignments, how these assignments apply and/or relate to the broader themes of the class discussion and topics, how brands would apply such, etc. Each reaction paper is due the day of class by 2 PM CST, submitted to me via Sakai. Grading for Reaction Papers is as follows:
  - 15 points: Concise, demonstrates understanding of reading material, includes appropriate citations to current and prior reading material to support arguments, meets general “A” grade criteria as specified below.
  - 10 points: Simple recitation, or summary of reading material, rote citation of reading material, meets general “B” or “C” grade criteria as specified below.
  - 5 points: Simple recitation, or summary of reading material, no use of citations, meets general “D” grade criteria as specified below.
  - 0 points: No submission of assignment by deadline, or meets general “F” grade criteria as specified below.
- **Position Papers, 450 points, 60%:** The three position papers relate to the topics discussed during lectures, assigned reading, and assigned viewing. Each paper must be, at minimum, three pages in length, double-spaced, 1” margins, and include short introductory and conclusory paragraphs. Each position paper will be in response to a challenge question, which I will put forth approximately 10 to 14 days prior to the Position Paper deadline. Position Papers are due by the end of class on the respective due date, submitted to me via Sakai. You will be able to work on Position Papers during class on the respective due date.

### **General Grading Criteria for Written Work**

- **A:** Publishable work with no spelling, grammatical, punctuation or AP Style errors and the proper information and sources written in a lively, well-organized manner.
- **B:** Minimal spelling, grammatical, punctuation and/or AP Style errors. Minimal missing information and sources; minimal problems with framing arguments and organization.
- **C:** Notable number of spelling, grammatical, punctuation and/or AP Style errors. Noticeable missing information and sources; problems with organization.
- **D:** Significant number of spelling, grammatical, punctuation and/or AP Style errors. Significant missing information and sources; significant problems with organization.
- **F:** Misspelling of proper names. Other major spelling, grammatical, punctuation and/or AP Style errors. Almost total lack of information and sources; severe problems with organization.

### **Letter grading**

A = 100% – 94%

A- = 93% – 90%

B+ = 89% – 88%

B = 87% – 83%

B- = 82% – 80%

C+ = 79% – 78%

C = 77% – 73%

C- = 72% – 70%

D+ = 69% – 63%

D = 62% – 60%

F = 59% – 0 (Fail)

This grading breakdown is subject to rules and policies as specified by Loyola University Chicago and the Dean of the School of Communications and, thus, is subject to change as necessary.

### **Classroom Demeanor**

Please treat this class like any professional commitment and attend and actively participate in every class session. Missing class, frequent late arrivals, and leaving early will lower your grade because you will miss valuable content. Quizzes and in-class assignments may be given without prior notice. You are not permitted to make up in-class work.

Conduct yourself courteously in class, which includes refraining from distracting and disruptive behaviors such as texting or talking (to each other or on the phone) during lectures, eating, arriving late or leaving early. Additionally, given the nature of social media it's not inconceivable to encounter vulgarity and other adult content, and the expectation is for you discuss such content appropriately and responsibly.

You are expected to conduct yourselves in accordance with [Loyola University's Academic Integrity Standards](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml) ( [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml) ) and the School of Communication Academic Integrity Standards ( <http://www.luc.edu/soc/academics/academicintegrity/> ). I have included the School of Communication Academic Integrity Standards below:

### **Academic Integrity**

#### **Statement on Academic Integrity**

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>.

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the

appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans. Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml).

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

*(The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)*

If you are a student with special needs such as those covered under the Americans With Disabilities Act, please contact me early in the semester and immediately get in touch with [Loyola University Chicago Services for Students with Disabilities](http://www.luc.edu/sswd/) ( <http://www.luc.edu/sswd/> ).

### **Course Schedule (subject to change)**

**01/14/2012 – Social Media Marketing and Personal Branding**

**Required viewing for this session:**

- [TED Talk: Eli Pariser: Beware online "filter bubbles"](#)

**Assignments due:**

- Guest lecture, David Kamerer on Personal Branding and how this relates to corporate brand personas.

### **01/21/2013 – Is Social Media Bullsh#\$?**

#### **Required reading for this session:**

- *SMM*, Chapters 1 and 2
- *SMBS*, Chapters 1 through 6 (don't panic....this book has short chapters)

#### **Required viewing for this session:**

- [TED Talk: The Future of Lying by Jeff Hancock](#)
- [TED Talk: Daniel Tammet: Different ways of knowing](#)

#### **Assignments due:**

- Reaction Paper 1

### **01/28/2013 – Users, Personas, Privacy, and Trust**

#### **Required reading for this session:**

- *SMM*, Chapters 3 and 4
- [Making Sense of Privacy and Publicity](#), boyd, danah. 2010. "Making Sense of Privacy and Publicity." SXSW. Austin, Texas, March 13
- [Networked Privacy](#), boyd, danah. 2011. "Networked Privacy." Personal Democracy Forum. New York, NY, June 6
- Privacy policies: [Google Privacy Policy](#); [Facebook Privacy Policy](#); [Twitter Privacy Policy](#); [iTunes Privacy Policy](#)

#### **Required viewing for this session:**

- [TED Talk: Margaret Gould Stewart: How YouTube thinks about copyright](#)
- [TED Talk: Larry Lessig: Laws that choke creativity](#)

#### **Assignments due:**

- Reaction Paper 2

### **02/04/2013 - Social Media and Branding**

#### **Required reading for this session:**

- *SMM*, Chapters 5 and 7
- *SMBS*, Chapter 7 through 9
- [Protecting and Strengthening Your Brand: Social Media Governance and Strategy](#), *Insights on Governance, Risk, and Compliance*, Ernst & Young, May 2012

#### **Required viewing for this session:**

- [TED Talk: Tim Leberecht: 3 ways to \(usefully\) lose control of your brand](#)

#### **Assignments due:**

- Reaction Paper 3

### **02/11/2013 - Social Media Digital Influence**

#### **Required reading for this session:**

- *SMM*, Chapters 6 and 10
- *SMBS*, Chapters 10 – 12, 14
- [The Rise of Digital Influence](#), Altimeter Group Principal Analyst Brian Solis, March 2012

- [A 61-million-person experiment in social influence and political mobilization](#), Robert M. Bond, Christopher J. Fariss, Jason J. Jones, Adam D. I. Kramer, Cameron Marlow, Jaime E. Settle & James H. Fowler, 13 SEPTEMBER 2012 | VOL 489 | NATURE | 295, ©2012 Macmillan Publishers Limited

**Assignments due:**

- Reaction Paper 4

**02/18/2013 - Social Media Mobile Convergence**

**Required reading for this session:**

- *SMM* Chapter 13
- [Pew Internet: Mobile](#), PEW INTERNET & AMERICAN LIFE PROJECT, December 2012
- [The Rise of In-Store Mobile Commerce](#), PEW INTERNET & AMERICAN LIFE PROJECT, June 2012
- [Social Cognitive Theory of Mass Communication](#), Albert Bandura Department of Psychology Stanford University, MEDIAPSYCHOLOGY, 3, 265–299. Copyright © 2001, Lawrence Erlbaum Associates, Inc.

**Assignments due:**

- Reaction Paper 5

**02/25/2013 - Position Paper 1 Due**

**03/04/2013 - No Class - Spring Break**

**03/11/2013 - Social Network Communities**

**Required reading for this session:**

- *SMM*, Chapters 8 and 12
- *SMBS*, Chapter 13
- [Impact of social network structure on content propagation: A study using YouTube data](#), Hema Yoganarasimhan, Graduate School of Management, University of California Davis, Davis, CA, USA, 29 September 2011 © Springer Science+Business Media, LLC 2011

**Required viewing for this session:**

- [TED Talk: Nicholas Christakis: The hidden influence of social networks](#)
- [TED Talk: Clay Shirky: Institutions vs. collaboration](#)

**Assignments due:**

- Reaction Paper 6

**03/18/2013 - Social Network Advocates, Customers, Lurkers, Oh My!**

**Required reading for this session:**

- *SMM*, Chapter 11
- *SMBS*, Chapters 15 and 16

**Required viewing for this session:**

- [Seth Godin: The tribes we lead](#)

**Assignments due:**

- Reaction Paper 7



### **03/25/2013 – Position Paper 2 Due**

### **04/01/2013 – Social Media and Big Data**

#### **Required reading for this session:**

- [Wikipedia: Big Data](#)
- [The Age of Big Data](#), New York Times February 11, 2012;

#### **Required viewing for this session:**

- [Aaron Koblin: Artfully visualizing our humanity](#)
- [The beauty of data visualization - David McCandless](#)
- [danah boyd: Privacy Challenges for Big Data \(DataEDGE Conference 2012\)](#)

#### **Assignments due:**

- Reaction Paper 8

### **04/08/2013 - Social Media Measuring Success / Measuring Influence**

#### **Required reading for this session:**

- *SMM*, Chapter 14
- [The New SEO Process \(Quit Being Kanye\)](#), Michael King, @iPullRank, Director of Inbound Marketing, iAcquire
- [Evaluation Framework for Social Media Brand Presence](#), Irena Pletikosa Cvijikj, Erica Dubach Spiegler, Florian Michahelles, Auto-ID Labs White Paper, December 2012
- [BUSINESS INTELLIGENCE AND ANALYTICS: FROM BIG DATA TO BIG IMPACT](#), Hsinchun Chen, Eller College of Management, University of Arizona, Roger H. L. Chiang, Carl H. Lindner College of Business, University of Cincinnati, Veda C. Storey, J. Mack Robinson College of Business, Georgia State University, *MIS Quarterly* Vol. 36 No. 4, pp. 1165-1188/December 2012

#### **Assignments due:**

- Reaction Paper 9

### **04/15/2013 - Social Media Global Issues: Social Change / Revolution**

#### **Required reading for this session:**

- [Social Media, Political Change, and Human Rights](#), Sarah Joseph, Monash University, Sarah Joseph, *Social Media, Political Change, and Human Rights*, 35 *B.C. Int'l & Comp. L. Rev.* 145 (2012), <http://lawdigitalcommons.bc.edu/iclr/vol35/iss1/3>

#### **Required viewing for this session:**

- [TED Talk: Wael Ghonim: Inside the Egyptian revolution](#)
- [TED Talk: Michael Anti: Behind the Great Firewall of China](#)

#### **Assignments due:**

- Reaction 10

### **04/22/2013 - Social Media Action Plan: Tying it All Together**

#### **Required reading for this session:**

- *SMM*, Chapter 15
- *SMBS*, Chapters 17 through 19

**Assignments due:**

- In-class assignment; creating a social media action plan.

**04/29/2013 – Final Exam – Position Paper 3 Due**