Overview
This course explores social media from the perspective which is most critical and fundamental: the social. Ultimately, to understand the strategic and effective uses of social media, one must first understand who uses social media, how and why they use it, and how the medium itself can be exploited through the implementation of proven sociological and social psychological theories and concepts. The strategic implementation of social media is not guesswork; it results from the careful and well-planned development of theory- and evidence-based language and tactics. This course is very practical and applied and will be useful to any professional who needs to use social media as an instrument of influence, persuasion, education, and information. Hence, this course will cover the following:

- Major platforms in terms of attributes, audiences, strategic usefulness, and pros/cons
- Social media messages and campaigns based on well-understood social theories
- The use of social media as a tool for all types of organizations
- Social media management and measurement tools to evaluate effectiveness
- Ethical and cultural implications of the growth of social media such as shaming, cyberbullying, & harassment, and privacy concerns
- Social media dynamics such as collective behavior & social movements, citizen journalism, and social media justice
Valarie J. Bell, Ph.D.

Textbooks:

Additional readings may be provided by the professor.

Assignments/Course Structure
This course consists of 1000 points for coursework:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Teams</td>
<td>(12 x 45 pts)</td>
<td>540 points</td>
</tr>
<tr>
<td>Pitch Presentations</td>
<td>(1 x 30 pts; 2 x 40 pts)</td>
<td>110 points</td>
</tr>
<tr>
<td>Minute Papers</td>
<td>(4 x 50 pts)</td>
<td>200 points</td>
</tr>
<tr>
<td>Final Project</td>
<td>(1 x 150 pts)</td>
<td>150 points</td>
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</tbody>
</table>

1000 points total

Coursework

Work Teams/Work Team Pitches. Throughout the course students will work together in their work teams during class time to apply the material they have learned through the readings and from the lectures to solving real-world problems and exploring industry challenges. Students will be expected to take turns presenting as well as rotating responsibilities and tasks within their respective groups. Such class activity will provide students with experience in presenting results and ideas to stakeholders and to communicating technical and high-stakes plans and concepts to clients and peers. Students’ critical and creative thinking skills will also be stretched and improved.

Pitch Presentations. Throughout the course students will work together in their workgroups during class time to apply the material they have learned through the readings and from the lectures to solving real-world problems and exploring industry challenges. Students will be expected to take turns presenting as well as rotating responsibilities and tasks within their respective groups. Such class activity will provide students with experience in presenting results and ideas to stakeholders and to communicating technical and high-stakes plans and concepts to clients and peers. Students’ critical and creative thinking skills will also be stretched and improved.

Minute Papers. To test students’ ability to apply concepts, theories, and tools to industry and real-world scenarios and situations, students will be required to develop their own ideas and thoughts in response to a scenario or challenge presented by the instructor. Students should write approximately 2 pages, double-space, for these assignments. While other aspects of classwork expect students to learn teamwork and collaborative problem-solving, this exercise asks students to draw on their own experiences and ideas.

Attendance and class participation. Since the vast majority of all learning and coursework occurs during class time, students are required to be present in class for all sessions and to participate with enthusiasm while supporting their workgroup members and fellow students in general. Students who miss a class without a medical excuse will lose points for that class session. Only students with a prior approved absence or a medical excuse will be able to make up a missed class. Students who monopolize class time or behave disrespectfully towards other students or the instructor will find themselves marked down in class time points. Students who become threatening or disruptive will be dismissed from the class with a zero.
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**Social Media Campaign Final Project.** At the end of the course, each student will plan, research, and prepare a paper in which they will develop a comprehensive campaign proposal. Each student will specify a target demographic audience to whom they will direct a social media campaign. Then based on that demographic audience they will choose an appropriate social media platform through which to conduct an integrated advertising, marketing, public relations campaign. Students will be provided with specific requirements and guidelines for the project development, including a word document template. The final paper should not exceed ten pages, double spaced, 12-point New Times Roman or Arial font, excluding a cover page and references. The professor will provide each student with a very comprehensive, detailed and thorough file of all the materials, templates, and guidelines required for satisfactorily completing this assignment.

**University Policies**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class.

For study abroad courses, students requesting accommodations should notify their faculty leader as early as possible so that appropriate arrangements can be made. Note that while the Americans with Disabilities Act (ADA) does not extend beyond US borders, and international accessibility requirements vary broadly from US standards, UNT study abroad programs will endeavor to provide accommodations wherever practicable.

Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://disability.unt.edu/. You may also contact ODA by phone at 940.565.4323.

**Class Policies**

**Professionalism:** College provides an opportunity to develop skills that are needed in career settings. Consequently, your work should be the very best you can submit. Unless otherwise noted, all written assignments should be typed, double-spaced, and conform to standard rules of English grammar, spelling, and punctuation, in APA or ASA stylized notation, but not a mixture thereof. All students should communicate respectfully with one another as well as with me. While a student is presenting their ideas, speaking up in class, or otherwise contributing, all other students are expected to be supportive and attentive. Laughing, looking at your cell phone, chatting with other students, or otherwise diverting one’s focus from the main activity of the class will result in docking of points from a student’s class participation grade. Unsupported or/and harsh criticism, flippant comments, interrupting others who are presenting, and similar disrespectful and disruptive behaviors will not be tolerated and will result in lost points from the class participation grades. Students who are extremely disruptive or uncooperative in class will be ejected from the class session and given a zero for all class activities and work for that class. No make-up opportunity will be given.
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**Attendance and Participation:** Since this course is held on campus and critical learning activities occur during each class period, activities that cannot be recreated outside of class, each student is expected to attend and to fully participate in each class session. Any unexcused absence from class will result in a zero for the attendance and participation grade as well as for any graded activities conducted in class that session, with no make-up opportunity given. A doctor’s note or medical excuse will be required for a make-up. The granting of make-up work as well as the specific nature of any make-up work is at the instructor’s discretion. Further, any student caught signing in for another student so as to represent them as present during any particular class session when they in fact are not will result in both students receiving zero points for any work during that class session. A second offense will result in disciplinary action being taken.

**Cheating:** Any students caught cheating or attempting to cheat will be subjected to the full range of UNT’s disciplinary action for academic fraud up to an including failure of the course and suspension or dismissal from the university.

**Late assignments:** All assignments are due on the assigned without exception unless otherwise noted. DO NOT EMAIL ASSIGNMENTS unless specifically instructed. Assignments turned in after the deadline will be considered late and will not be accepted. By accepting late work, I would be negating and minimizing the hard work of students who’ve sacrificed to ensure they’ve met the course’s requirements. Submitting quality work on time is a major requirement of every job you will ever hold; learning to properly manage your time and workload is a key life skill to learn right now. If you have difficulty managing your workload and studies as a student, then I earnestly encourage you to make an appointment with me so that I can work with you to help you develop good study skills and time management habits that will serve you well as a student and future professional.

However, real emergencies do occur and we cannot foresee them. In such a case, please contact me as soon as possible and send a thorough email describing the situation. Emergency situations will be evaluated on a case-by-case basis. The instructor’s records will be the final and only determination of grades.

**Course Objectives**

After taking JOUR 5330, each student will be able to meet these objectives:

- Differentiate and distinguish the most oft-used social media platforms as well as their key functions.
- Analyze the different demographic groups, audiences, and users of the most popular social media platforms.
- Analyze and navigate ethical and privacy-related concerns as well as the legal dilemmas in social media strategic communications.
- Critique and analyze the sociological and social psychological phenomena that explain and predict human behavior in social media as well as in the real world.
- Identify the key reasons why strategic social media strategies fail versus succeed.
- Identify the appropriate audience, social media platform, and message for accomplishing a given goal.
- Measure the effectiveness of an applied social media strategy or campaign.
Cultural and Professional Immersion and Enrichment
A critical aspect of this Maymester course is the immersion and enrichment in the French, and specifically, Parisian culture. While you are here as Americans to study the strategic use of social media, you've been given the wonderful opportunity to do so in the city known throughout the world and history as “La Cité de la Lumieres” or “the City of Lights.” This refers to Paris' history since the Middle Ages as a symbol and center of higher learning, wisdom, and enlightenment. You will be surrounded by historical sites and landmarks praised, photographed, and written about by countless millions around the world. Do not waste this opportunity. Soak up the sights, sounds, smells, and all around you. Consider these wonderful differences. How are they different from what you’ve always known as an American? What similarities do you note?

Resist the temptation to measure everything you observe according to an American ‘ruler’ or American way of thinking and doing things. Every country has its good points and bad points; no culture is ‘bad,’ no culture is better. They all deserve our respect, whether we agree with them or not. While we are in France let's appreciate all the country, culture, and people have to share with us. Remember that while we are here, we are representatives of our country, and as such we should conduct ourselves decently, politely, and cordially. Treat the French, no matter their appearance in your view (the French are all not white), with the utmost respect and courtesy they deserve. We are guests in their country and are subject to their laws and customs. Do not behave or speak rudely, crudely, obnoxiously, or loudly. We do not want the French to think all Americans are spoiled, immature, petulant brats.

If you don't understand someone’s French accent as they're speaking English, then simply ask them to speak more slowly. If at all possible, try to speak French, even if it's only a few words, or a mere greeting. The French take it as a sign of respect for the language, country, and culture, when you take the time to try to speak French. Nonetheless, English language has been compulsory in France for decades, so chances are you will encounter French folks who can readily easily converse with you in English; exceptions to this might be elderly French, and those in very rural areas. Still, as a guest, try to greet them in their own language: “Bon Jour!”

JOUR 5330

TENTATIVE SCHEDULE
COURSE SCHEDULE AND ASSIGNMENTS

Module One: Foundations of Social Media

5/13, Monday
First Day of Class. Introduction & course expectations.
Lecture: Social Media: History, Evolution, & Why all Social Media Platforms are not alike Demographics: Who Uses Social Media,
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**Why? & How?**
1. Break into social media work teams for entire course. In-class problem-solving Work Team Pitch #1
2. Work Team Pitch #2: Targeting typical users
3. Work Team Pitch #3: Finding special social media populations

**5/14, Tuesday**  
1. Work Team Pitch #4: Women compared to Men
2. Work Team Pitch #5: Race & Ethnicity
3. Work Team Pitch #6: Socioeconomic Status ($$ & Education)
4. 

**5/15, Wednesday**  
*Lecture: The Social Psychology of Social Media*
1. Work Team Pitch #7: Challenging beliefs & attitudes
2. Work Team Pitch #8: Persuasion
3. Work Team Pitch #9: Influence

**5/16, Thursday**  
*Lecture: Social Media Social Networks: The Power of Connectivity*
1. Work Team Pitch #10: Sharing, Likes, Following
2. Work Team Pitch #11: Interactions, Friendships, Acquaintances, Colleagues, Customers

**5/17, Friday**  
*On-site visits: Visit at least two (2) public relations firms, such as Wellcom, Cap & Cime PR, & SC Conseil for students to see how they apply the concepts and content we covered during this first week.*

*Minute Paper #1 connecting what students’ learned from the visits to the week’s course material, in less than two pages, double-spaced.*

**5/18 & 5/19**  
*Cultural & Historical visits: Versailles; Paris Catacombs; The Louvre; etc.*

*Minute Paper #2 Using what you’ve learned this first week, and choosing one site we visited, in less than two pages, double-spaced, propose how you would use one social media platform to target a specific American demographic (sex, race/ethnicity, socioeconomic status, etc.) to come to Paris to see this site. Combine what you know of the social media platforms with the social psychological & sociological concepts to make a convincing case. DO NOT TARGET wealthy, white, highly-educated Americans. This is too easy.*
Module Two: Strategy & Implementation of Social Media

5/20, Monday  Mini-lecture: Public Relations: Crisis Communication
Work Team strategizes drug company PR disaster
1. Students’ groups work to assess the situation: the leak, the media, the Internet
2. Prepare possible alternative responses to the news/media/Internet
3. Develop formal organizational corrective action(s) & recommendations to the senior executives & Board of directors
4. By end of class day, each group has 10 minutes to pitch their solution to the crisis, including strategic social media strategy, plans for handling the media, moving forward as an organization

5/21, Tuesday  Mini-lecture: Post PR Crisis: Rebranding & Marketing
Work Team strategizes drug company’s emergence after the international PR disaster. Corporate house-cleaning of executives & high-profile, responsible parties; change in the Board; new company ethical stance & oversight; commitment to community & underprivileged
1. Students’ groups work to review causes of original PR crisis.
2. Focus on immediate and future challenges to re-emergence, rebranding & marketing the new organization; possible public perceptions
3. Develop organizational re-branding & marketing strategy using social media platforms. Weigh pros & cons.
4. By end of class day, each group has 10 minutes to pitch their new rebranding & marketing campaign And how they’ll strategically use social media to achieve organization’s goals moving forward

5/22, Wednesday  Mini-lecture: Post PR Crisis: Advertising
Work Team continues to strategizes drug company’s emergence after the international PR disaster with an aim to develop a new advertising campaign via social media. Recall corporate house-cleaning of executives & high-profile, responsible parties; change in the Board; new company ethical stance & oversight; commitment to community & underprivileged

1. Students’ groups work to brainstorm advertising ideas & concepts
2. Focus on immediate and future market & consumer perceptions & attitudes when considering strategy. Integrate new advertising campaign with existing PR, rebranding & marketing plans from previous day’s exercise.
3. Develop integrated organizational campaign combining advertising, re-branding & marketing strategy using social media platforms. Weigh pros & cons.
4. By end of class day, each group has 10 minutes to pitch their new integrated marketing & advertising campaign And how they’ll strategically use social media to achieve organization’s goals moving forward

5/23, Thursday  Lecture: Social Media For Audience Building, Bloggers & Digital Journalists
1. Work Team Pitch #12: Drawing in readers

**On-site visits:** Visit at least two (2) a major French media entities such as Agence France-Presse, le Monde, or Le Figaro (broadcast media, print journalism, digital journalism), L’internaute so that students can see how French journalists build audience & readership for their news’ sites, aggregators, and blogs.

**Minute Paper #3.** Using what you’ve learned today, and choosing one media entity we visited, in less than two pages, double-spaced, discuss how they applied the concepts and practices of social media audience-building to build their readership & draw attention to important news’ stories. Further, speculate on how you think this may differ from American media practices.
On-site visits: Visit at least one (1) digital advertising firm as well as one (1) digital marketing firm, such as Netscouade, Soleil Noir, Supergazol, 5ème Gauche, 84.Paris, and C2is.

Minute Paper #4. Using what you’ve learned today, and choosing one advertising or marketing firm, (but not both) we visited today, in less than two pages, double-spaced, discuss at least two concepts or practices you observed that you could apply to improve the in-class drug company’s marketing or advertising campaign. Be specific.

Module Three: Measuring Success: Social Media Analytics:
Mini-lectures for each class followed by in-class analytics practice & exercises on real data

5/27, Monday  Social Media Actions Analytics
- Likes, shares, emotions
- Retweets, status updates, etc.

5/28, Tuesday  Social Media Text Analytics
- what people are saying, why, its meaning & applications for industry, society & government
- emotive & personality analytics

5/29, Wednesday  Hyperlink Analytics
- a measure of inter-organization communication
- validation/endorsement of relationship
- way to access further targeted web resources

5/30, Thursday  Mobile, Location & Search Engine Analytics
- phone/tablet apps
- mobile sites of desktop version
- bots, web spiders, metasearch engines
- GPS data for market segmentation, advertising, etc.

5/31, Friday  Social Media Social Network Analytics
- Identifying influencers & network leaders
- Identifying overlapping networks
- Social media relationships’ impacts on real-world decision-making and behavior
Identify powerful & weak subgroups, demographics & ties
Exploring virality, social movements, revolutions, protests & other collective behavior

6/1 Friday  **Scavenger Hunt in the city of Paris! Live social network analytics experiment:**

The class will meet & pair up. Prior to departure, each pair will be given a Scavenger hunt ‘list’ of places that each pair must travel to, then take a photo and Tweet it (the entire class receiving it). We might use Snapchat or Instagram after I do further testing. The first photo tweeted ‘starts’ the game in which the aim to determine (unbeknownst to the students) number of critical social media network analytics questions, such as “who is the biggest influencer?” Other questions: Will the class ‘split’ into different subnetworks? How long would it take for that to happen? Who would start the split? Where in the city of Paris will it take place? How will student incorporate Parisian & French culture and ordinary Parisians as features of their quickly evolving social media social network. Who will ‘lead’ each of those networks if they do emerge? Who will be most influential in those networks?

The idea is to show how a real-world social media social network develops from nothing in real-time and across the geography of the city of Paris. It’s very safe to say that students will never have had such a great learning experience, especially against the backdrop of Paris. I thought a good-old fashioned scavenger hunt would be an ideal way to end the course. Of course, I will put together a fun, glossy, gorgeously visualized presentation for the students that can be emailed to them.