SOCIAL AND ORGANIZATIONAL INFORMATICS OF SOCIAL MEDIA

ILS-Z604 (32773)
Fall 2017
Class meets Mondays and Wednesdays 4:00 p.m.–5:15 p.m.
Location: Wells Library (LI) 030

INSTRUCTOR
Dr. Younei Soe
ysoe at indiana dot edu (http://goo.gl/zKT7wU)
Office Hours: Thursday, 12:30–1:30 p.m.: LI 030A; and by appointment

COURSE DESCRIPTION
This course examines how users of social media and involved organizations employ information acquired through social media. It covers a theoretical understanding of communication and information exchanges with new media, analysis and evaluation of social media use within various kinds of organizations, and discussions of social and cultural issues that pertain to social media use.

This course should appeal to students of many different backgrounds; it is broadly relevant to multiple areas of study, including information, library, technology, education, and media and communication studies. This course is open to graduate students in any discipline of the social sciences, cultural studies, education, or policy studies. The course is also open to students from other fields who are interested in the social impact of information and communication technologies (ICTs). The unique focus on social media is particularly timely.

The topic is especially relevant to students in graduate professional programs, whose careers as information professionals will be advanced by developing a critical understanding and practical perspective on how various organizations can use information effectively through social media.

PREREQUISITES
There are no prerequisites. Graduate students in the social sciences, education, cultural studies, liberal arts, policy studies, or any other field who are interested in the social impact of ICTs are welcome to enroll.

LEARNING OBJECTIVES
This course is intended to provide students with a broad understanding of the social, cultural, and psychological influences of social media use on a variety of users, including individual users, information professionals, and organizations. This course also aims to encourage critical thinking about "new media" in a general sense. It will provide students with an analytical framework with which to develop an understanding of the following:

- How social media users within a variety of organizations utilize information
- How such use influences the ways in which information is exchanged and employed
- What cultural, social, and ethical issues are associated with social media use

By the end of the course, students will be able to identify issues and critique arguments and contentions relating to social media use, propose an evaluation of social media strategies for a specific organization, and make suggestions for better social media strategies for the organization.
Through various assignments, students will learn to analyze the evolving information ecology as it affects users and the organizations that are involved. Course projects will enable students to examine issues involving convergent media and the impact of intensive new technology use on various kinds of information uses. The learning outcomes will be assessed through class participation and assignments.

RESOURCES
Readings are readily available through the IU Libraries or on the web. Any specialized materials will be available through Canvas (http://canvas.iu.edu/).

STATEMENT REGARDING ACADEMIC INTEGRITY

INSTRUCTOR’S POLICY ON ACADEMIC DISHONESTY
All written compositions in this course must be students’ own work and composed using their own words, unless students are using explicitly indicated quotations. Students must adhere carefully to the following rules in all of their written work:

- A student who uses the words of another person must always use quotation marks and indicate the source of the quote.
- A student who closely paraphrases another person must always indicate that he or she is doing so and whose ideas the student is citing.
- A student must make sure never to submit work containing plagiarized material. He or she must always acknowledge the sources that have been used.
- A student should never fabricate sources or quoted material.

* Recommended citation style: American Psychological Association (APA) style (http://www.apastyle.org/). Other citation styles are also accepted.

Failure to follow these rules is considered plagiarism, which is a serious form of academic misconduct that can lead to severe penalties under university regulations (see: http://www.indiana.edu/~p374/Acaddis.html). The following is an excerpt from the Code of Student Rights, Responsibilities, and Conduct (Part II: Student Responsibilities, Section G. Uphold and maintain academic and professional honesty and integrity) from http://www.indiana.edu/~code/code/responsibilities/academic/index.shtml

PLAGIARISM
Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source, for either written or oral use, must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
A student must give credit to the originality of others and acknowledge indebtedness whenever:

- directly quoting another person’s actual words, both oral and written;
- using another person’s ideas, opinions, or theories;
- paraphrasing the words, ideas, opinions, or theories of others, both oral and written;
INSTRUCTOR’S POLICY ON PLAGIARISM
All written compositions submitted in this course must be the work of the enrolled student. Work must be composed by the student and in his or her own words. Students who are found guilty of plagiarism will immediately receive a failing grade in the course.

Sanctions for plagiarism will include a grade of F for the assignment in question and for the course and must include a report to the Dean of Students. Students must also be aware of university policies concerning grades: A grade of “F” will be entered for a student found guilty of misconduct, even where an automatic "W" would otherwise be used. That is, after students have plagiarized and received an “F” in the course as a sanction, they may not simply withdraw from the course and receive a "W."

ACADEMIC MISCONDUCT
The issue of academic misconduct is documented here:
http://www.iu.edu/~code/bloomington/discipline/academic/index.shtml

STATEMENT FOR STUDENTS WITH DISABILITIES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disabilities. If you believe that you have a disability requiring an accommodation, please contact IU Disability Services for Students (http://www.indiana.edu/~ada/resources_IUB.html).

HANDLING OF LATE SUBMISSIONS
All assignments must be submitted or completed on the dates specified in this syllabus. Late submissions will not be accepted. If you miss a submission deadline, you will fail the assignment.

In the unfortunate event that you cannot submit an assignment or cannot deliver a presentation on its due date, it is your responsibility to discuss the situation with the instructor in advance. There will be a penalty for work turned in after the assigned date, and this will be applied at the discretion of the instructor.

Borderline grades—both for the assignment and the course—will be decided (up or down) on the basis of class contributions and participation throughout the semester.

HANDLING OF ABSENCES
You are expected to attend all class sessions. In the event that you cannot attend class (e.g., hospitalization due to illness), it is your responsibility to discuss the situation with the instructor in advance or, in emergencies, as soon as the situation allows.

Regardless of the reason, absence(s) will negatively affect your final grade. However, a makeup opportunity may be given at the discretion of the instructor, if the instructor believes such an opportunity is warranted. In the event that you want a makeup opportunity for a missed session due
to an unexpected situation, it is your responsibility to ask for a makeup opportunity. Unexpected absences with no effort to make up for the missed session will negatively affect your final grade.

If you miss more than ¼ of the class sessions, you will fail the course, regardless of your performance in the course. (This means an "F" will be given.)

STUDENT REQUIREMENTS & OVERVIEW OF ASSIGNMENTS
This course is a graduate-level, elective course. Students taking this course are expected to complete all readings before coming to class and be prepared to discuss them in class. Students should be prepared to respond to the following general types of questions: What is interesting and useful about the readings and the assigned cases? With which point(s) do you agree or disagree? What questions do the readings raise, and what questions do they answer? Constructive comments along these lines are acceptable. Students should actively participate in class discussions and debate vigorously but respectfully. Participation should reflect a sound grasp of the readings, and students should contribute to the class by adding informed opinions to the discussion. For each day's class discussion, students will prepare at least 2 key questions they would like to discuss with the class.

Participation will be determined by (1) contributions to in-class discussions, (2) attendance, (3) submission/presentation of cases and key questions, and (4) other in-class activities.

ASSIGNMENTS
Student requirements, all assignments, and their purposes will be discussed in detail on the first day of class.

Find a Case (Between Week 6 and Week 11)
After you have read the assigned readings, find a case about social media use in an organization. You will complete this assignment by emailing me (1) the URL of the site and (2) an explanation of what you find most interesting about the organization's social media use (1 paragraph is enough). In the subject line of your email message, write your name and case number; for example, "Younie Soe, Case #." Find a Case is due by 1:00 p.m. on Mondays and Wednesdays (before the class).

Present a Case (Between Week 6 and Week 11)
You will identify a case related to social media use in an organization, analyze it (using 1 analytical criterion), and present it to the class. Be ready to take questions from class participants and discuss them. You will be assigned a presentation date. Further guidelines will be provided in class.

Critical Case Review (Due 5 p.m., October 26, 2017)
For this assignment, you will critically review social media use for a specific organization of your choice. Explain why you chose the organization and list 2 analytical criteria for analyzing its use of social media. In order to decide the criteria for analysis, you can use any readings assigned in class. Write approximately 5–6 pages, double-spaced. Think of this assignment as a mini version of the final project. In this Critical Case Review, you will complete the 4 tasks described below:

Task A: (1) Provide background information about the organization, (2) describe its current uses of social media (including a list of platforms), and (3) briefly explain why you selected this organization.
Task B: List 2 criteria for analyzing the organization's social media use and your rationale for choosing such criteria (use the class readings). Be sure to cite all sources you use (4–5 references).
Task C: Analysis
Task D: Discussion, including suggestions for the organization, its challenges, future options, policy recommendations, etc.

Submission Email your assignment an attachment (Word or PDF file) to ysoe@indiana.edu. In the subject line of your email, type your name and "Critical Case Review"; for example, "Yonei Soe, Critical Case Review."

Final Project You will propose an evaluation project. Think of this as an extended version of the Critical Case Review, with a greater in-depth analysis. For this project, you will evaluate social media strategies for a specific organization of your choice and make suggestions for improving those strategies. If you are looking for a professional position, you can use this opportunity as a way to think strategically about a potential employer—for example, developing topics for a discussion during a future job interview. Write a total of approximately 10–12 pages, double-spaced.

Task A: (1) Provide background information about the organization, (2) describe its current social media uses (including the list of platforms), and (3) briefly explain why you selected this organization.
Task B: List at least 3 criteria for analyzing the organization's social media use and your rationale for choosing such criteria (in addition to class readings, use both academic and non-academic resources of your own choice [e.g., book chapters, magazine articles, and news reports]). Feel free to use relevant class readings. In addition to class readings, be sure to include other sources (digital or otherwise) that helped you write the essay (8–10 references). Be sure to cite all sources you use. Show your effort to integrate or synthesize the resources at some level.
Task C: Interview the social media specialist(s) of the organization.
Task D: Analysis
Task E: Discussion (including suggestions for the organization, its challenges, future options, policy recommendations, etc.)

Due: December 8, 2017 (5:00 p.m.) Please review Checklist for Final Paper and Presentation (to be uploaded in Canvas) before submitting your paper.

Submission Email with an attachment (Word or PDF file) to ysoe@indiana.edu. In the subject line of your email, type your name and "Final Project": for example, "Yonei Soe, Final Project."

Presentation Present the summary and findings of your final project.

IMPORTANT: Note that Find a Case, Present a Case, Critical Case Review, and Final Project require a different level of research and effort (the final paper should demonstrate a higher level of research and effort than your critical case review).
GRADING

Each student's final grade will be calculated according to the following:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Find a Case</td>
<td>10</td>
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<td>Present a Case</td>
<td>10</td>
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<tr>
<td>Critical Case Review</td>
<td>25</td>
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<td>Final Project (Final Paper)</td>
<td>35</td>
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<td>Final Presentation</td>
<td>5</td>
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<td>Class Participation</td>
<td>15</td>
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GENERAL GRADING RUBRIC FOR WRITING ASSIGNMENTS (CRITICAL CASE REVIEW AND FINAL PROJECT)

All submitted writing assignments must be original to this course.

A (A+, A, A-): Responds to each assigned task fully with clear, developed ideas; appropriate use of relevant resources; well-organized
B: Responds with ideas that need further examination or development (reasonable explanation, but not as clear or fully stated/organized as it could be); appropriate use of relevant resources
C: Responses suggest rushed or last-minute effort; poorly stated; inadequate use of sources; poor organization
D/F: Does not respond to the required tasks (off topic); incomplete

DEFINITION OF LETTER GRADES

Letter grades have been defined as follows by student and faculty members of the Curriculum Steering Committee. The grading system has been approved by the faculty as an aid in the evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the Department of Information and Library Science.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
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<tr>
<td>A-</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
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<tr>
<td>B</td>
<td>Student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level.</td>
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<tr>
<td>B-</td>
<td>Marginal work. Student performance demonstrates an incomplete understanding of course materials.</td>
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<tr>
<td>C+/C</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.</td>
</tr>
<tr>
<td>C-/-D-</td>
<td>Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count toward the degree, the student must repeat the course with a passing grade.</td>
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</table>
Grades are assigned by individual instructors based on a combination of student performance measures developed for each course. Student achievement of course objectives is usually assessed through the use of multiple performance measures. For example, a combination of several of the following assessment methods is common: examinations, class participation, written assignments and exercises, research papers, or term projects. Other methods, depending on course content and objectives, may include in-class small-group exercises, oral presentations, field-based projects and field experiences, or case study presentations.

**SCHEDULE OF CLASSES**

This schedule may change due to the progress of the class or unforeseen circumstances. Any changes will be announced in class. Readings should be completed before the class for which they are assigned. Additional readings may be suggested or assigned.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Part 1</th>
<th>Part 2</th>
<th>Part 3</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 21-23</td>
<td>Overview and Understanding</td>
<td>Government Organizations</td>
<td>Issues to Think About (Discussion)</td>
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<tr>
<td>2</td>
<td>Aug 28-30</td>
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<td>Museums/ Crisis and Disaster Management</td>
<td>(including special sessions:</td>
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<td>3</td>
<td>Sep 6</td>
<td></td>
<td>Healthcare Organizations/Online Medical</td>
<td>- Social Media Analytics</td>
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<td>4</td>
<td>Sep 11-13</td>
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<td>Sports and Media Organizations</td>
<td>- Interviews and Cases Studies</td>
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<td>5</td>
<td>Sep 18-20</td>
<td></td>
<td>Non-Profits and Other Organizations/Communities</td>
<td>- Guest Speakers: Leanne Nay and Anne Haines</td>
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<td>6</td>
<td>Sep 25-27</td>
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<td>Libraries</td>
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<td>7</td>
<td>Oct 2-4</td>
<td>Part 2</td>
<td>Educational Institutions</td>
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<td>8</td>
<td>Oct 9-11</td>
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<td>Oct 16-18</td>
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<td>Oct 23-25</td>
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<td>Oct 30-</td>
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<td>12</td>
<td>Nov 6-8</td>
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<td>13</td>
<td>Nov 13-15</td>
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<td>14</td>
<td>Nov 27-29</td>
<td>Break</td>
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<td>15</td>
<td>Dec 4-6</td>
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PART 1: OVERVIEW AND THEORETICAL UNDERSTANDING

Week 1 August 21

First day of class. I will describe the course objectives and the content of the upcoming sessions. Assignments and due dates will be explained in detail. **Readings should be completed before the class for which they are assigned. Additional readings may be suggested or assigned.**

August 23

An overview/survey of social media use and a framework for the analysis of networked media.

**Social Media Fact Sheet**
(http://www.pewinternet.org/fact-sheet/social-media/)

**Social Media Update 2016**: Facebook usage and engagement is on the rise, while adoption of other platforms holds steady (http://www.pewinternet.org/2016/11/11/social-media-update-2016/) ➔ Read Complete Report PDF (http://assets.pewresearch.org/wp-content/uploads/sites/14/2016/11/10132827/PI_2016.11.11_Social-Media-Update_FINAL.pdf)

**Social Media Usage: 2005–2015**: 65% of adults now use social networking sites—a nearly tenfold jump in the past decade (http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/) ➔ Read Complete Report PDF


Please prepare 1 key questions for this session.
Week 2 August 28


[http://www.inform.nu/Articles/Vol3/v3n2p89-96r.pdf](http://www.inform.nu/Articles/Vol3/v3n2p89-96r.pdf)

**Mobile Messaging and Social Media 2015**

**Teens, Social Media & Technology Overview 2015**

Please prepare 2 key questions for all following sessions.
An overview/survey of social media use and a framework for the analysis of user behavior and psychology.


Technology’s Impact on Workers
(http://www.pewinternet.org/2014/12/30/technologys-impact-on-workers/) → Read Complete Report PDF

Facebook is a News Source for Many, but Only Incidentally
(http://www.pewresearch.org/fact-tank/2014/02/04/facebook-is-a-news-source-for-many-but-only-incidentally/)

Older Adults and Technology Use
(http://www.pewinternet.org/2014/04/03/older-adults-and-technology-use/) → Read Complete Report PDF
### Week 3 September 6

**Turkle, S. (2011).** *Alone together: Why we expect more from technology and less from each other.* New York: Basic Books. [Chapter 8]

**Digital-Native News Outlets Social Media Presence**  

**Parents and Social Media:** *Mothers are especially likely to give and receive support on social media*  


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### Week 4 September 11

An overview/survey of social media use and a framework for the analysis of user behavior, psychology, and emotion.

**Turkle, S. (2011).** *Alone together: Why we expect more from technology and less from each other.* New York: Basic Books. [Chapter 9]

**Social Media and the Cost of Caring**  

**Social Media and the “Spiral of Silence”**  
September 13


PART 2: SOCIAL MEDIA USE IN ORGANIZATIONS

Week 5 September 18–20

Social media use in government organizations.

Explore Government Social Media Sites:
Social Media at CDC: https://www.cdc.gov/socialmedia/index.html
At TSA: https://www.tsa.gov/news/social_media
At Indiana Bureau of Motor Vehicles: http://www.in.gov/bmv/3193.htm


September 20


Week 6 September 25–27

Social media use in museums.


**Find a Case and Present a Case**

**September 27**

Social media use in crisis and disaster management.


**Find a Case and Present a Case**
### Week 7 October 2–4

Social media use in healthcare organizations/online medical communities.

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<tbody>
<tr>
<td>Harris, J. K., Muller, N. L., Snider, D., &amp; Haire-Joshu, D. (2013). Local health department use of Twitter to disseminate diabetes information, United States. <em>Preventing Chronic Disease, 10</em>. [Recommended]</td>
</tr>
</tbody>
</table>

**Find a Case and Present a Case**

### October 4

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**Find a Case and Present a Case**
Week 8 October 9-11

Social media use in media and sports organizations.


**October 11**


Find a Case and Present a Case
Week 9 October 16–18

Social media use in non-profit organizations and other types of communities.


**Find a Case and Present a Case**

**October 18**


**Find a Case and Present a Case**
Week 10 October 23–25

Social media use in libraries.


Find a Case and Present a Case

October 25


Guest Speakers: Leanne Nay and Anne Haines
Week 11 October 30–November 1

Social media use in educational institutions.


November 1


Watch:


Find a Case and Present a Case
PART 3: ISSUES TO THINK ABOUT (DISCUSSION)

Week 12 November 6–8

Overview of Topics: Privacy, surveillance, polarization, TMI (too much information), information efficacy, privacy, permanence concerns, ethics, and the future.


Prepare (at least) 2 key questions for each session (Weeks 12–15).

November 8


Week 13 November 13–15

Discussion continued.


November 15


Special session: Interview and case studies.

THANKSGIVING BREAK
Week 14 November 27–29


Mooallem, J. (2017). Cool it: You don’t have to be on every social media app. *Wired*.


**November 29**

November 29


Peer reviews of the final project

Week 15 December 4–6


Peer reviews of the final project

December 6

December 6

Last day of class.

Presentation of final project