DSM 510: Introduction to Digital Social Media

<u>**Fall 2021**</u>
Tuesday, 6:30-9:20 Section: 21852
Location: ASC 231

Thursday, 6:30-9:20 Section: 21856
Location: ASC G34

Instructor: Ray Lutzky, Ph.D.
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Annenberg School for Communication & Journalism
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COURSE DESCRIPTION
Social Media has become one of the most important and influential forms of media in modern society. Everyone from world leaders, celebrities, athletes, business, brands and people in general use social media in a myriad of different ways. This course aims to introduce the general concept of what social media is, its impact on society (domestically and internationally), messaging constructs, and the legal frameworks which support this exchange of healthy and unhealthy discourse in US and foreign laws.

LEARNING OUTCOMES
❖ Assess and analyze the different types of social media forms, platforms and technologies
❖ Evaluate the legal/policy issues affecting different social media services including privacy, disclosure, content, and children.
❖ Create content emphasizing certain messages and moments for a directed purpose on different social media platforms.
❖ Consider the diversity, inclusion, equity and disability issues within the social media technologies and ecologies.
❖ Examine the issues concerning the nexus of messaging, misinformation/disinformation and activism and criticism using social media.

READING MATERIALS & SUPPLEMENTARY MATERIALS
❖ Heath, Chip & Dan. (2017). "The Power of Moments: Why Certain Experiences Have Extraordinary Impact."
❖ Shields, Ben. (2017). "Social Media Management: Persuasion in Networked Culture."
❖ Aral, Sinan. (2020). "The Hype Machine: How Social Media Disrupts our Elections, Our Economy and Our Health – and How We Must Adapt."
❖ Supplemental materials for each lecture will be posted on Blackboard and downloadable. Please check the class page on Blackboard.

APPS/WEBSITES WE WILL USE IN CLASS
Hootsuite, Slack, Blackboard, Zoom (with a few others discussed along the way), and all major social media platforms.

DESCRIPTION OF ASSIGNMENTS, SUBMISSION POLICIES & GRADING

Each assignment will have a separate summary sheet, presented on the day of assignment, outlining the specific requirements of the assignment. A summary of the course assignments is below:

❖ Hootsuite Platform Certification

Each student will sign up for an account at the Hootsuite Academy and complete the Hootsuite Platform Certification so that they are at least certified in one social media analytic platform by the end of this course. The website to access the training is http://education.hootsuite.com and the certification fee to obtain the credential is ~$100. Once the student completes this certification, the student will notify the instructor to receive credit for this section. If the student was recently certified on Hootsuite (in Platform only) in the last 5 years, then the student can provide such valid certification to gain credit for the points. (Total Value: 100 points).

❖ Slack Collaboration

This class will be using a social media collaboration tool called Slack to further explore and enhance our collaborative engagement and to adjust to using a common industry platform for collaboration. Students will be expected to post six (6) topics during the semester for online class collaboration and discussion about some current aspect of social media. All students are required to contribute meaningfully each week on various topics raised on the reading, current events and social media industry issues. This collaboration will take place in between class times (i.e., not during class unless otherwise specified). Some Slack-specific topics may be assigned for discussion and collaboration by the professor, which would require response, but not a separate posting. This exercise is valued at a total of 150 points. Each topical posting is valued at 20 points. At the end of the semester, your participation will be evaluated by frequency of commenting, conversation driving and connection on every posting, awarding up to 50 points in addition to the posting points.
(Total Value: *Postings*: 100 points [20x6 postings]; *Commenting/Participation:* 50 points [overall engagement]).

❖ Reaction Postings

After each class, a question will be posted (on Blackboard) about some aspect of the week's lecture, discussion or activity. Each student will write a one-page-equivalent response (approximately 500-700 words) reacting to the question or topic posed, which should include aspects of what was provided in that day's class, class discussions, related topics, and personal/professional experiences. No specific format style or references are required, but links to additional materials, videos, supporting info, etc., are encouraged. Postings from all students in the class are required, and comments are required to each posting by every class member – remember, this is a conversation, so every student should read and respond (plus your participation points for that day are based, in part, on this dialogue. Class members are expected to respond and engage in a digital dialogue. Reaction postings are due within 48 hours from the topic posting time, as reflected in Blackboard (unless otherwise specified). An announcement will always be posted via Blackboard notifying you when it is available. You will always get at least 48 hours to respond).
(Total Value: 150 points: 10 assignments @ 15 points each [10 points for work/assignment compliance and 5 for participation, engagement, and discussion per posting])

Grading Rubric	
91%+	A post which responds to a topic or question and provides a robust, thought-provoking response and may include external references, analysis or other relevant, in-depth subject matter. A top response causes further conversation in the thread or further conversation in the class as a topic of discussion.
80%-90%	A post which is a linear, direct response to the question, but does not provide any in-depth analysis or any analytical insight into the topic or questions presented. This response does not expand the conversation.
<79%	Failure to post a response, a response which does not address the topic or question at all, or a cursory response of only a sentence or two.

❖   Social Media Crossroads Forum

In April, 2021, the MIT Initiative on the Digital Economy held a summit trying to forge 25 solutions for improving social media. The class will be divided into seven teams represented by the different subjects in the Summit Summary document (available on Blackboard) (i.e., strategy, truth, transparency, competition, design, business models and free speech). Each team will evaluate the solutions presented by the Summit Summary document and analyze the viability of these solutions. The teams will then devise one actionable, potentially viable concept based on or inspired by these solutions which could be implemented on a particular platform or across social media as a whole (in the US or internationally, your choice). These arguments will be presented in a Group Forum in class and we'll have a roundtable discussion about these issues. After the forum is completed, each team will turn in an Action Plan document or presentation summarizing how they could theoretically move their proposal forward, with some opportunity for revision from the round table discussion. More detailed information will be presented in an Assignment Summary document 4 weeks prior to the forum date.

(Total Value: 100 points total: team participation/discussion & preparation and final deliverable action proposal.)

Grading Rubric	
91%+	Each individual contributed equally to the group assignment and responded equally during the group discussion, encouraging a team collaboration. Comments were pointed, direct, succinct and raised valid, real-world issues on the topics being discussed. Participants engaged and encouraged a healthy, professional and intelligent debate. Action Plan was completed at professional quality and turned in on-time with sufficient detail for viability.
80%-90%	Each individual contributed equally to the group but some individuals may have not contributed equally or enough, while some individuals may have taken control of the leadership, while failing to include a team collective collaboration. Comments were specific and relevant, but did not contribute strongly to the overall discussion or were too kurt to provide healthy discourse. Comments may have been off-color or otherwise semi-unprofessional. Action Plan was on-time, but was not completed at a professional level or lacked certain detail for viability.
<79%	Failure to participate or failure to follow the assignment parameters. Contributions were lackluster, irrelevant or divisive. Team collaboration was absent or commentary was offensive, jocular without purpose or otherwise unhelpful to the overall value of the discussion. Action Plan turned in late, not at all, or incomplete.

❖   Content Creation (Individual Projects)

Each student will have to create approximately 4 digital expressions in different media for an assigned general topic (based on lecture, readings, current events, etc.) following a creative heuristic (i.e., an overall theme or suggestion to weave into the story). You will be creating content telling a story based on a certain platform format for each assignment (1) Long-form video; (2) short-form video; (3) stills only; (4) combination of any. Completed projects must be publicly accessible, posted on a social media platform as assigned (i.e., YouTube, Vimeo, Adobe Behance, Adobe Spark, Tumblr, IG, Tik Tok, or other platform where the videos can be freely shared and viewed regardless of country of origin) No social media platform can be repeated (e.g., if you use YouTube for #1, you cannot use it for 2-4). Each student can also use their personal Adobe Behance to establish a repository to showcase their works (as a kind of visual resume). Each student will be graded on incorporation of the heuristic with the subject matter, use of new production elements each week, strength of project and matching content voice to platform. Quality is not being graded: creative expression, sourcing, and evaluation of elements and messaging versus platform brand and voice will be examined. This will be more formally detailed in an assignment summary, as there are minimum lengths depending on the platform, etc. Links to each posting must be posted in the relevant area in Blackboard. Postings must use the hashtag #idsm for identification and post a summary and link to the relevant forum on Blackboard. A more comprehensive Assignment Summary will have further details.

(Total Points: 100 [25 pts each project])

❖ Start-Stop-Continue Analysis

In no more than 9-slides, you will create a pitch deck that you will not present in class which will analyze a current social media platform, forum or online community. This deck can be a total of 9 slides (including introduction, closing and references slides), will introduce the platform, define its key elements (main features, target demo, modes of revenue, ways of connecting and territorial reach) and then analyze the platform and company for actions it should **start**, if they seem promising (based from your research), actions they should **stop** (because they are ineffective) and actions they should **continue** (because it works). In the remaining slides, justify your responses with evidence from your research and your analysis from that research. More information will be outlined in the posted Assignment Summary.

(Total: 150 points)

Grading	
91%+	A professional-grade pitch deck with strong research-based findings, concise facts and information and insightful analysis and justifications for its findings. No spelling errors, grammar errors or design/pixilation issues, and all research is outlined on a References slide in APA 7th edition format.
80%-90%	A semi-professional-grade pitch deck with good research-based findings. Some elements appear to be speculation rather than fact-based. There are minor spelling, grammar and/or design errors. References slide is present but not fully in APA 7th edition format. Missing a closing slide or analysis is not as robust as it could be.
<79%	Failure to post a response, a response which does not address the topic or issues at all. Missing several slides, no references slide, failure of all APA formatting, no analysis, errors in facts and poor research. Many spelling, grammar and/or design issues.

❖ Final Presentation Projects

Your final project will be a presentation to class. You will select a social media profile (i.e., all existing, active accounts/presences) of a currently active business, corporation, influencer, celebrity, governmental entity (including any sub-divisions or departments), NGO, or non-profit and create a professional analysis of the entity's social media implementation. You'll rank the implementation of social media on a scale from 0-5 (5 being best) analyzing the following categories: 1) Overall aesthetic; 2) Brand/Voice authenticity; 3) Engagement efforts; 4) EPIC impact of messaging; 5) IDEAS representation in messaging; 6) Strategic value of implementation. Then you'll present your findings in a multimodal PowerPoint (or similar digital presentation method), using a minimum of three (3) different media (i.e., pictures, videos, infographics, etc.), where you will describe the entity, its account reach and stated strategy, and each categorical ranking, with evidence to support your claim. Each category should be on one slide only, while evidence can be on additional slides. Finally, you'll present a summary analysis of your findings and where they can improve *actionably*. Further information will be provided on the Assignment Summary.

Grading Rubric	
95%+	A full and complete analysis of the target entity with all categories met, information conveyed with supporting evidence on a professionally designed presentation devoid of any spelling, grammatical or punctuational errors, no pixilation or overuse of graphics. The minimum of three different media is used so that each slide is not just words. Bullet-pointed info is presented in a way that is not using bullet points but engages the reader in a graphical environment. Presentation is clean, professional, with no glitches (or quick recovery from errors) and was on-time (both presenting and delivery of final presentation).
80%-95%	A full analysis with some minor omissions or errors such as insufficient evidence, presentation errors, grammatical, punctuational and/or spelling errors. Graphics were good, but maybe pixelated in some areas. Multimodality did not meet the 3 media minimum requirement. The presentation used bullet points and not graphics to engage the audience and was over time (or turned in late), with some presentation snafus.

<79%	Failure to perform satisfactorily any of the foregoing elements, including not showing up, not delivering the final deck, going over time with many errors and not having any backup to arguments, inaccurate information and/or presenting a deck devoid of any common industry professionalism.

❖ Bonus Opportunities/Replacement Paper

Throughout the term, there will be some opportunities to earn additional points on various assignments. Additionally, if students feel they need to replace a low grade, a Replacement Paper can be completed: write a 5–7-page paper analyzing a case study which will be provided in Blackboard. The paper must provide insight, analysis and propose a solution to the problems/issues raised in the chosen case study. The paper can be completed any time between the first class and the last class (before finals). The paper should be in APA 7th edition format with no less than 8 verified academic or professional sources.

Note: This cannot replace the Final Projects, Participation & Attendance, Reaction Postings, Slack or Hootsuite Certification points.
(Overall Total Value: Up to 100 points).

OVERALL GRADING BREAKDOWN & POLICIES

🚌 Grade / Maximum Points Possible

Hootsuite Platform Cert	100 pts.
Reaction Postings	150 pts.
Slack Collaboration/Use	150 pts.
Social Media Crossroads Forum	100 pts.
Start-Stop-Continue Project	100 pts.
Content (Individual)	100 pts.
Final Projects Presentation	150 pts.
Participation & Attendance	150 pts
Total Points Available	**1000 pts**
Bonus Assignments	
Bonus Points Awarded within Each Activity	Varied
Bonus/Replacement Paper	Up to 100 pts.

This course is designed to provide you an academic and practical foundation of the intricacies involved with the creation of content for social media, the power of storytelling and the intricate policies of social media as a business. Firm understanding of the class lectures, class projects, lecture notes, texts and presentations is crucial to ensure your future success as a working professional. You will demonstrate your understanding of these lessons and this class through your participation and completion of all assignments.

❖ *Overall Grading Rubric Standards for the Course*

The grading rubric for this course is on a standard 90/80/70/60 scale:

100-94%	A	Exceptional performance in all areas

93-90%	A-	Excellent performance in all areas
89-87%	B+	Very good performance in all areas.
86-84%	B	Good performance in all areas, with some areas of weakness found.
83-80%	B-	Good performance in all areas, with some significant areas of weakness or low performance.
79-77%	C+	Average performance in all areas, with strong weakness in academic performance in the class.
76-74%	C	Average to weak performance in all areas, with performance in some areas insufficient for course success
73-70%	C-	Below average performance in all areas, with significant performance insufficiencies.
Performance below a C- is not considered passing for this course, regardless of the actual letter grade. For this graduate program, all students must achieve a minimum of a 3.0 GPA (a "B" grade) earn the degree.		

🚌 *Grading Timeline & Appeals*

Grades will generally be made available a reasonable period after the due date. If exigencies exist, students will be notified of any delay, but grades for any assignment will not be released later than three (3) weeks from the assignment due date. Overall grade appeals with valid supporting evidence may result in a revised in advance of overall grade posting at the instructor's discretion.

🚌 *Participation*

Class participation is essential and is a portion of your grade. Everyone is expected to contribute questions or comments to the class – even if it is to clarify a statement or concept because you simply did not understand it. This class is not just instructional, but collaborative. Participation is a lesson itself: if you are not an active participant in the industry you work in and in the department and company in which you will work, your success and career growth will be stunted. Please make every effort to be present and participate in class.

Note for Online Participation: Online class and meetings are a difficult and sometimes uncomfortable situation to be in. The reality is that more business is conducted online through social platforms (like Slack) and through webcam/telepresence (including Zoom, Microsoft Teams, etc.) than ever before. Because of this, turning on your camera is **strongly encouraged**. Your personal authentic individualism and participation is encouraged. For online students, all mics will be muted unless you wish to comment or engage in discussion (then please re-mute your mic after contributing).

CLASS POLICIES AND PROCEDURES

🚌 *Attendance, Absence and Lateness*

Class will begin promptly at the listed start time herein; therefore, being late will result in you missing a vital portion of the day's lesson. Nevertheless, being absent or late to class will invariably occur. The first unexcused absence is always forgiven. Attendance will be taken after the first 5 minutes. Please use the name you want to be used for class and for online use (in the Zoom interface). If you have a different name registered with the university, **please have that in parenthesis so I can learn your name**. More than one unexcused absence will result in a loss of that day's participation points (or fraction thereof). More than three unexcused absences during the term may result in you being dropped from the class or suffer from a severe point loss. If you need to be late or absent for a

period, please consult with the instructor **ASAP** (via any of the provided methods of communication) so that we can plan to continue your participation in the class so that you may finish the class.

If you arrive late (e.g., up to thirty minutes late) without notifying the instructor, you will lose all participation points for that day. If you arrive very late (e.g., over one hour from the start of class) this is considered as absent (especially since this is over half the class), unless prior arrangements have been made with me. Please try to arrive on-time or no later than fifteen (15) minutes after class has begun.

Assignment Due Dates

All assignments are due **when specified on the assignment summary** or as outlined herein. Assignment due dates may change. If they do, the assignment summary will always have the revised due date ahead of the syllabus. Please refer to that first. If you have any questions or are unsure of an assignment due date, please let me know immediately. Assignments should be either posted to Blackboard, posted to the applicable platform or emailed to me directly (the preferred method will be outlined in the assignment summary and discussed in class). The timestamp from the posting server shall act as your posting time. This time controls in all cases; time-related excuses due to time zone/calculation errors will not be accepted.

Late Assignments/Corrupted Files/Emergencies

No late assignments will be accepted. If you have a legitimate (and documented) emergency that makes it impossible to turn in your assignment on time, you must contact me immediately when practicable for guidance.

Further, please verify that any external media you are submitting is in readable, executable condition, and not corrupted and virus-free – failure to do so may result in an automatic "no credit." It is your responsibility to determine if your deliverables are ready and readable.

Going back to Campus

All students should be aware of USC's masking policy through multiple channels. This class expects all students to comply with this policy for the good of all. Please continue to wear masks **in class** and practice social distancing when on campus (when required) and adhere to the health guidelines and protocols outlined by LA Department of Public Health and by the university. I will always wear a mask during all lectures. These are listed in the [Trojans Return](#) page. Please take the time to read this ahead so that you are prepared for the return to in-person instruction.

Office Hours & Questions

My office hours are 5:30-6:30PM Tuesdays or by appointment through email.

Arrangements can be made in the event you have questions or need to discuss a concept further prior to class or at a mutually convenient time. Meetings can also be arranged via Zoom, Microsoft Teams, or Facetime for a different day/different time, etc., for whenever you need it to be. I'm available for you to support your academic success. Please feel free to email me any time with any questions or issues for which you require answers, clarification or any other issues you wish to discuss. I always make myself available to support your academic success.

Laptop Policy

All undergraduate and graduate Annenberg majors and minors will be required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg Digital Lounge for more information. To connect to USC's Secure Wireless network, please visit USC's Information Technology Services [website](#). Notwithstanding the

foregoing, laptops (or other tablet devices) are <u>not to be used</u> in class for note taking or recording of lectures without prior approval. Please refer to the Recording Policy above (waived for online classes).

ADD/DROP DATES FOR FALL 2021 (AUGUST 23, 2021 – DECEMBER 3, 2021)

August 20: Last day to register and settle without late fee for Session 001.

Sept. 10: Last day to register and add classes for Session 001; Last day to drop a class without a mark of "W", except for Monday-only classes, and receive a refund for Session 001; Last day to change enrollment option to Pass/No Pass or Audit for Session 001.

Oct. 8: Last day to drop a course without a mark of "W" on the transcript only for Session 001; Last day to change a Pass/No Pass to a Letter Grade for Session 001.

Nov. 12: Last day to drop a class with a mark of "W" for Session 001.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Integrity Policy:

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

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Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
uscsa.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Annenberg Student Success Fund
https://annenberg.usc.edu/current-students/resources/additional-funding-resources
The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]
https://undergrad.usc.edu/faculty/bread/

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally "breaking bread" over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

Mindful USC
Mindful USC is a service from the Provost's Office with a mission to empower the USC community to make positive change in the world by building a culture of mindfulness and compassion. It offers ongoing training, practice groups and special events throughout USC. Mindfulness practices help us to be aware of ourselves in ways that lead to stress reduction and workplace happiness. They increase attentiveness in the classroom, deepen the quality of teaching and learning, and encourage creativity and innovation. They improve our ability to collaborate effectively and they enhance physical and mental wellness, and they help us to discover the universe at the university. I encourage all students to practice a wellness program, including Mindful USC (or any meditation practice), yoga and other beneficial methods to manage the stress of the year. Please ask me if you have questions about this.

COURSE OUTLINE – (SUBJECT TO CHANGE: ALL SPEAKERS ARE TENTATIVE)

Course Week (Friday)	What We Will Learn In Class	Reading Assignment for this Week
All assignments are subject to change due to scheduling circumstances, university calendar changes and/or pandemic-related issues. **REMEMBER: REACTION POSTINGS ARE DUE WITHIN 48 HOURS FROM THE TIME ASSIGNED IN BLACKBOARD UNLESS OTHERWISE INDICATED.**		
Week 1 Week of 8/27	Introduction to the Course & Syllabus Review **Social Media Account Exchange** **Slack Introduction** **Reaction Posting 1** **Assign Slack Group Posting** **& Hootsuite Certification**	THM: Preface Power of Moments: Ch. 1-6 Ultimate Guide Handout: Ch. 1, 4, 7, 21
Week 2 Week of 9/3	Introduction to Digital Social Media **Reaction Posting 2** **Assign Creative Content 1**	THM: Ch. 3-4
Week 3 Week of 9/10	Guest Speaker: Andy Lutzky, Chief Marketing and Communications Officer, City of San Jose (via Zoom) **Reaction Posting 3**	Marketplace/Public Radio Podcast: Using the Power of Minor Internet Celebrities to Promote Vaccines (interview with our guest speaker)
Week 4 Week of 9/17	Digital discourse through social media: branding, identification, messaging and Network Effects **Reaction Posting 4**	THM: 9-10 SMM: Ch. 4, 10 Ultimate Guide Handout Ch. 40-42, 45, 51

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Week 5 Week of 9/24	Transmedia Storytelling **Reaction Posting 5** **<u>DUE: Creative Content 1</u>** **Assign Creative Content 2**	SMM: Ch. 5, 6 Power of Moments: Ch. 7-12 Handouts/Articles on Blackboard
Week 6 Week of 10/1	Section 230: Meaning, impact and influence **<u>DUE: Creative Content 2</u>**	Handouts/Articles per Blackboard SMM: Ch. 8
Week 7 Week of 10/8	Privacy, FTC & COPPA **Reaction Posting 6** **Assign Creative Content 3 & Social Media Crossroads Forum (Teams)**	Handouts/Articles per Blackboard SMM: Epilogue
Week 8 Week of 10/15	*Guest Speaker* *TBD* ***NOTE: Fall recess: no class on Thursday.*** **Reaction Posting 7**	Ultimate Guide: Ch. 48-49 SMM: Ch. 2
Week 9 Week of 10/22	Diversity, Inclusion, Disability and IDEAS **<u>DUE: Creative Content 3</u>** **Assign Creative Content 4 & Start-Stop-Continue Project**	SMM: Ch. 2 THM: Ch. 10 Ultimate Guide Handout: Ch. 48-49
Week 10 Week of 10/29	Information & Mis/Disinformation **Reaction Posting 8**	Handouts/Articles per Blackboard SMM: Ch. 9 THM: Ch. 1, 2
Week 11 Week of 11/5	Value & Medium **<u>Due Start-Stop-Continue Project</u>** **Assign Final Presentation Project**	Handouts/Articles per Blackboard THM: Ch. 7-8, 11-12 SMM: Ch. 1,7
Week 12 Week of 11/12	The Power of Moments **Reaction Posting 9**	Handouts/Articles per Blackboard

Week 13 Week of 11/19	**Social Media Crossroads Forum (SMCF)** **Reaction Posting 10**	
Week 14 Week of 11/26	*NO CLASS EITHER DAY – Happy Thanksgiving!* **DUE: Action Plans from SMCF & Creative Content 4 (Due by 11/24 for both classes)**	
Week 15 Week of 12/3	*FINAL PRESENTATIONS* *(Group 1)* **[Tue & Thu]**	If all presentations can be completed on one day, then this will move to the final determined final exam date and this day will be a Q&A day.
Week 16 Week of 12/10	*FINAL PRESENTATIONS* *(Group 2)* **[Thu Session only]** *Study Days: 12/4-7 (No class on Tuesday)*	
Week 17 Week of 12/17	**DUE: Hootsuite Certification and All Slack Assignments** *FINAL PRESENTATIONS* *(Group 2)* **[Tue Session only]** **Class Ends: 12/15**	

BIOGRAPHY

Your instructor: Dr. Ray Lutzky
Raymond Allen Lutzky, Ph.D., is Adjunct Lecturer of Communication at USC Annenberg and brings more than 20 years of experience with digital media technology to his teaching. A native New Yorker, Dr. Lutzky most recently taught at Cornell University and NYU, working with graduate students in digital media, business and computer science. Currently he serves as Director, Academic Network at InStride, a Los Angeles-based public benefit corporation focused on strategic enterprise education. Dr. Lutzky received his Ph.D. in Communication and Rhetoric from Rensselaer Polytechnic Institute where his dissertation focused on culturally situated design and edtech usability. He also holds a Master's in Public Relations from the S.I. Newhouse School of Public Communications at Syracuse University and a Master's in Digital Audience Strategy from the Walter Cronkite School of Journalism and Mass Communications at Arizona State University. More at raylutzky.com.