

Sch Interdisciplinary Studies

SOCIAL MEDIA & SOCIETY

2019-2020 Academic Year

Program	Year	Semester
IS-General Education elective to be delivered across all programs	N/A	N/A

Course Code: GNED 1411	Course Equiv. Code(s): GNED 1481
Course Hours: 42	Course GPA Weighting: 3
Prerequisite: N/A	
Corequisite: N/A	
Laptop Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Delivery Mode(s): In class <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Correspondence <input type="checkbox"/>	
Authorized by (Dean or Director): Stephanie Ball	Date: August 2019

Prepared by		
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Course Description:

In a few short years, social media has profoundly changed the global communication landscape. With the advent of social media tools such Facebook, YouTube, Instagram, Snapchat, and Twitter, more and more people are connecting and collaborating online, and creating and distributing content in ways we have never seen before. This course will provide a summary of the major developments in social media and will examine how social media is impacting the notions of privacy and identity, and will explore how social media it is changing traditional media, business, government, the economy, advocacy/activism, and education in fundamental ways. This course requires active participation of students and a willingness to immerse in social media practices.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes No

PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Define social media and identify key tools used in social media today.
- CLO2 Describe the evolution, relevant historical trends and future potential of social media.
- CLO3 Assess online identity and identify strategies for privacy and online reputation management.
- CLO4 Evaluate the use and impact of social media in traditional media, business, government, activism/advocacy and/or education.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
<p>Wiki Assignment: Part 1 - (15% Group Mark, 2.5% Self-Mark, 2.5% Peer-Mark) - Students will sign up for a social media tool and will work in a group to research the tool and create a collaborative Wiki page that describes the tool, its uses and relevant examples.</p> <p>Part 2 - Community (5%) - Students will individually review each Wiki page and will be required to make at least two additional edits to the Wiki which can include adding additional information or resources to a page, adding media to enhance a page or modifying formatting, spelling or grammar.</p>	CLO1, CLO2	EES1, EES2, EES6, EES7, EES8, EES9	25
<p>Online Identity Assignment - Students will analyze their online identity using social media tools and will generate a report that reflects on the past, present and future of their online identity and includes strategies for managing their online presence going forward.</p>	CLO3	EES1, EES2, EES6, EES7	25
<p>Social Media Audit Assignment Proposal - Students will have the opportunity to monitor the social media of a chosen business/organization, politician/government agency, activist/advocate group or educational institution and will develop a proposal that includes a description and plan for how they will monitor the social media of the chosen entity.</p>	CLO4	EES1, EES2, EES6, EES7, EES8	5
<p>Social Media Audit Assignment - Students will generate a report that synthesizes what they have learned about the chosen entity after auditing their social media interactions.</p>	CLO1, CLO4	EES1, EES2, EES6, EES7	25
<p>Twitter Participation - Students will be expected to</p>	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES6, EES7	20

use Twitter throughout the semester to discuss course material, share resources, and to engage with peers and the wider community.			
Total			100%

Notes:

1. An interim mark will be determined for all first year students to identify their academic progress. This mark will be based on the results of the Wiki Assignment and the Twitter Participation up until midterm.
2. Assignments are due by the date posted on DC Connect and should be submitted as per the particular assignment's instructions. All late submissions will be assessed a penalty of 10% of the total possible grade for the assignment per 24 hours late up to 72 hours, after which the assignment will no longer be accepted. Reconsideration will be given at the discretion of the Faculty if proper notification and documentation is given.
3. Students will not be allowed to do 'extra' assignments to 'bring up their mark' at any point in the term. Students must complete and hand in term work as it is assigned.
4. In order to earn Twitter participation marks, students must post within the established timelines and parameters. Twitter postings that are made outside of the submission deadlines will not be considered for grading purposes.

Required Text(s) and Supplies:

Recommended Resources (purchase is optional):

N/A

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

<p>General College policies related to</p> <ul style="list-style-type: none">+ Acceptable Use of Information Technology+ Academic Policies+ Academic Honesty+ Student Code of Conduct+ Students' Rights and Responsibilities can be found on-line at http://www.durhamcollege.ca/academicpolicies	<p>General policies related to</p> <ul style="list-style-type: none">+ attendance+ absence related to tests or assignment due dates+ excused absences+ writing tests and assignments+ classroom management can be found in the Program Guide (full time programs only) in MyCampus http://www.durhamcollege.ca/mycampus/
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Course Specific Policies and Expectations:

COURSE FORMAT: This course is offered in both an online and hybrid format and may include a combination of online and in-class activities.

ATTENDANCE: Attendance is closely linked to student success. Regular attendance is strongly encouraged as it has been shown to be the best predictor of student success. This course is designed to build on skills previously learned and applied from prior modules. A student missing topics will be less able to complete subsequent assignments. It is the student's responsibility to participate in all in-class and online activities, evaluations, etc. In the event that the student cannot fulfill this obligation, it is the student's responsibility to notify their faculty, as required. In addition, the faculty may require explanation or documentation to substantiate an absence. Each student is responsible for any missed materials and instruction as a result of the absence. In addition, it is the student's responsibility to complete all assignments and to be aware of announcements made online. It is the student's responsibility to participate, review notes, readings, and other requirements prior to each class. This course has been developed to enhance skills that students need to be successful in college, and the workplace.

MISSED CLASS OR ONLINE MODULE: If a student misses a class or online module, that student is responsible for catching up on missed work, not the instructor. Waiting until the next class or online module to discover what was missed is not wise. To be consistent with workplace practices, students are expected to contact their professor by email prior to the scheduled class or online module if they are unable to complete the work. Concessions may be considered on a case by case basis.

RESPECT: Students must conduct themselves with consideration for their classmates, inside and outside the classroom. All students are entitled to enjoy class and online modules without rude comments or behaviour.

DISRUPTIONS: Any disruptive behaviour in class or within the online modules may result in that student being asked to leave. Students causing disturbances will be cited and face disciplinary actions, according to the Policies and Procedures outlined in the Student Handbook.

ELECTRONIC COMMUNICATION DEVICES: Students are encouraged to use electronic devices in the classroom for educational purposes. This includes retrieving information from the internet, accessing email or documents related to group projects, or using collaborative software as assigned by the professor. Students should limit use of these devices for personal reasons.

PEER INTERACTION: Students are expected to participate with their peers in active learning activities and class exercises. These activities provide students with opportunities for feedback from their peers, instructor, and others on the application of learned course material, and help to develop critical thinking and reflection skills.

CONTENT: Material produced in or for class must be in good taste and mature in nature.

ORIGINAL WORK: All material produced in or for the course, whether text, image, or digital, must be original, or correctly cited. Plagiarism is a form of stealing. It includes, but is not limited to, failure to indicate the ideas, data, graphic elements, or language of another, without specific and proper acknowledgment. Students who plagiarize, or cheat in any way, will be cited and face disciplinary actions, according to Durham College's Academic Integrity Policy (ACAD - 101). Please make note that plagiarism includes taking the work of another student (or work from the internet) and submitting it as your own, even if you 'tweak' it. Giving your work to another student to submit, even if the other student 'tweaks' it is also plagiarism. If you are unclear on what constitutes 'reference material', please discuss it with your faculty. Plagiarism detection software (Turnitin.com) will be used by the professor.

GROUP WORK. When graded group work is assigned, you are expected to join a group. If you don't join a group for a group assignment, you will receive a mark of zero (0) for this assignment. Failure to meet group obligations (absence for group meetings, failure to communicate with group members, or failure to contribute to group research) may result in either a reduced grade or a mark of zero (0) for this assignment at the discretion of the professor.

BACKING UP COURSE WORK Students are responsible for ensuring their work is being backed up on a regular basis in order to not lose the work. Students will not be provided extra time for assignments due to lost work. Faculty suggests using a USB and/or cloud computing software (Google Drive, One Drive, Dropbox etc.), as well as a copy saved to your PC, to ensure work is not lost. Students are also responsible for ensuring their work was submitted to the Dropbox on DC Connect on time and properly (keep the verification emails). Students should keep a copy of all their work for the course until the course has ended, in case faculty needs proof or the file at a later time.

ACADEMIC ASSISTANCE: Students are encouraged to discuss academic concerns with the faculty. Additional help from the faculty is available (by appointment) outside of class time for individuals or groups on an as-needed basis. Academic issues that can affect a student's success (i.e. course selection, success strategies) may also be discussed with the Student Advisor in the School of Interdisciplinary Studies & Employment Services (Room SW216).

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	3	Delivery:	Online	
1	Course Learning Outcomes				
	CLO1				
	Essential Employability Skills				
	Taught:		EES1, EES2, EES6, EES7, EES8	Practiced: EES1, EES2, EES6, EES7, EES8	
	Intended Learning Objectives				
	Orientation				
	<ul style="list-style-type: none"> - Overview of course outline - Introduction to course materials - Details of assignments and active participation requirements 				
Intended Learning Activities					
Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.					
Resources and References					
Welcome Video Orientation Module					
Evaluation		Weighting			
Twitter Participation		20% (Ongoing)			

Wk.	Hours:	3	Delivery:	Online
2	Course Learning Outcomes			
	CLO1			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES6, EES7, EES8	Practiced:	EES1, EES2, EES6, EES7, EES8
	Intended Learning Objectives			
	Introduction to Social Media - Define social media - Compare and contrast Web 1.0 and Web 2.0 - Analyze social media usage statistics in Canada and across the globe			
Intended Learning Activities				
Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.				
Resources and References				
Introduction to Social Media Module				
Evaluation				
Wk.	Hours:	3	Delivery:	Online
3	Course Learning Outcomes			
	CLO2			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES6, EES7, EES8, EES9	Practiced:	EES1, EES2, EES6, EES7, EES8, EES9
	Intended Learning Objectives			
	The Evolution of Social Media - Discuss how social media happened - Examine historical trends that led to social media			
Intended Learning Activities				
Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.				
Resources and References				
The Evolution of Social Media Module				
Evaluation				

Wk.	Hours: 3	Delivery: Online
4	Course Learning Outcomes CLO1	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES7, EES8, EES9	Practiced: EES1, EES2, EES6, EES7, EES8, EES9
	Intended Learning Objectives Overview of Social Media Tools Describe the following tools, determine their use, and provide examples: <ul style="list-style-type: none"> - Blogs - Microblogs - Photo-Sharing Applications - Podcasting - Social Bookmarking - Social Networks - Social News - Social Ratings and Reviews - Video-Sharing Applications - Virtual worlds - Wikis 	
	Intended Learning Activities Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.	
	Resources and References Overview of Social Media Tools Module	
Evaluation Wiki Assignment Part 1	Weighting 20%	

Wk.	Hours: 3	Delivery: Online
5	Course Learning Outcomes CLO1	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES7, EES8, EES9	Practiced: EES1, EES2, EES6, EES7, EES8, EES9
	Intended Learning Objectives Overview of Social Media Tools (continued)	
	Intended Learning Activities Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.	
	Resources and References Overview of Social Media Tools Module	
	Evaluation Wiki Assignment Part 2	Weighting 5%
Wk.	Hours: 3	Delivery: Online
6	Course Learning Outcomes CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES7, EES8	Practiced: EES1, EES2, EES6, EES7, EES8
	Intended Learning Objectives Social Media and Privacy - Analyze the privacy issues that impact social media - Describe how and when to use privacy tools to control the content of different social media tools	
	Intended Learning Activities Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.	
	Resources and References Social Media and Privacy Module	
	Evaluation	

Wk.	Hours: 3	Delivery: Online
7	Course Learning Outcomes CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES7, EES8	Practiced: EES1, EES2, EES6, EES7, EES8
	Intended Learning Objectives Social Media and Online Identity - Define an online identity and online identity management - Describe how identity develops and what types of activities create digital traces - Identify ways that individuals monitor online identity and build a positive online reputation	
	Intended Learning Activities Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.	
	Resources and References Social Media and Online Identity Module	
	Evaluation Online Identity Assignment	Weighting 25%
Wk.	Hours: 3	Delivery: Online
8	Course Learning Outcomes CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES7, EES8	Practiced: EES1, EES2, EES6, EES7, EES8
	Intended Learning Objectives Social Media and Tradition Media - Examine how social media has influenced traditional media - Identify ways that traditional media is adapting to remain competitive - Define "citizen journalism" and recognize current examples - Analyze the problems and potential consequences associated with the spread of fake news	
	Intended Learning Activities Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.	
	Resources and References Social Media and Tradition Media Module	
Evaluation		

Wk.	Hours:	3	Delivery:	Online
9	Course Learning Outcomes CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES6, EES7, EES8	Practiced:	EES1, EES2, EES6, EES7, EES8
	Intended Learning Objectives Social Media and Business - Examine companies that are utilizing social media and critique the effectiveness of their social media strategies - Define viral marketing and provide examples - Investigate crowdsourcing, ideagoras and prosumers/prosumption			
	Intended Learning Activities Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.			
	Resources and References Social Media and Business Module			
Evaluation Social Media Audit Assignment Proposal			Weighting 5%	
Wk.	Hours:	3	Delivery:	Online
10	Course Learning Outcomes CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES6, EES7, EES8	Practiced:	EES1, EES2, EES6, EES7, EES8
	Intended Learning Objectives Social Media and Government - Research governments leveraging social media tools to promote awareness, transparency and trust - Recommend strategies for local governments to adopt social media tools - Examine the challenges faced by governments utilizing social media			
	Intended Learning Activities Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.			
	Resources and References Social Media and Government Module			
Evaluation				

Wk.	Hours: 3	Delivery: Online
11	Course Learning Outcomes CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES7, EES8	Practiced: EES1, EES2, EES6, EES7, EES8
	Intended Learning Objectives Social Media and the Economy - Discuss the sharing, on-demand, 'gig', and platform economy - Identify new business models offered by social media - Discuss the value of collaborative consumption and crowd funding	
	Intended Learning Activities Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.	
	Resources and References Social Media and the Economy Module	
Evaluation		
Wk.	Hours: 3	Delivery: Online
12	Course Learning Outcomes CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES7, EES8	Practiced: EES1, EES2, EES6, EES7, EES8
	Intended Learning Objectives Social Media and Advocacy/Activism - Examine how activist/advocacy groups and international development agencies are using social media - Define microphilanthropy and provide examples - Determine the challenges in using social media in emerging countries	
	Intended Learning Activities Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.	
	Resources and References Social Media and Development Module	
Evaluation		

Wk.	Hours: 3	Delivery: Online
13	Course Learning Outcomes CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES7, EES8	Practiced: EES1, EES2, EES6, EES7, EES8
	Intended Learning Objectives Social Media and Education - Explain the educational benefits of social media - Critique articles related to social media and pedagogy - Design plans to use social media as a learning tool	
	Intended Learning Activities Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.	
	Resources and References Social Media and Education Module	
	Evaluation Social Media Audit Assignment	Weighting 25%
Wk.	Hours: 3	Delivery: Online
14	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES7, EES8	Practiced: EES1, EES2, EES6, EES7, EES8
	Intended Learning Objectives The Future of Social Media - Discuss where social media is headed - Define Web 3.0 and provide examples - Review key concepts and lessons learned	
	Intended Learning Activities Activities may include online readings, lecture, videos, guided discussion, interactive individual and group activities and Twitter participation prompts.	
	Resources and References The Future of Social Media Module	
Evaluation		