

GRADUATE COUNCIL  
NEW COURSE PROPOSAL

Please submit the typed original with all required signatures to the Graduate Council

Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: Integrated Social Media

Banner Abbreviation:

[illegible]

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Faculty member(s) who are creating the course: Kyle Moody

Contact Person: Kyle Moody

Graduate Program Proposing Change: Applied Communication

Course Description:

This course offers students the opportunity to learn about advanced applications of social media and produce high quality content for organizations. Issues such as search engine optimization, workflow, convergence, production of culture, conscientious posting, and coordination between networked audiences and publics will be addressed. This course examines communication theory and practices, how they are integrated and illustrated in social media, and how it affects users and producers. Modern social media are ever-evolving toolsets and distribution platforms, and they are linked by a core set of skills and best practices. This course applies those core skills and practices to user organizations as they relate to business and communicative contexts.

Rationale for Offering the Course:

The course is a professionally focused social media creation course, and represents the opportunity for students to implement their existing knowledge - no matter the level - into practical production of online text, photo, and video content. It is necessary for students to create content reflecting their knowledge of social media production and communication theory, and Integrated Social Media is the class where their programmatic information becomes applicable.

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Is there a similar undergraduate course? ☒ Yes ☐ No If so, how does this graduate course differ?

Social Media Campaigns (COMM 3025) is a similar undergraduate course in that it instructs undergraduate students to create materials for an assigned client. However, students in that course have fewer social media production and theory courses, and therefore are working at a lower level suitable for undergraduates. Integrated Social Media (COMM 8021) will require students to work at an advanced pace with less focus on basic fundamentals of production, thereby giving said students the need to better implement the work at an accelerated level. There will be a greater theory incorporation in the early stages of the course, and the rapid turnaround of the class makes it ideal for a graduate course.

Discipline Prefix: COMM

If more than  
one provide  
rationale:

Credits: 3

Level: ☐ 7000 ☒ 8000 ☐ 9000

Brief  
rationale for  
level choice:

Advanced production course beyond early 7000 level theory and basic marketing course.

Additional Requirements: Laboratory Hours: \_\_\_\_\_

Pre-Practicum Hours: \_\_\_\_\_

Practicum Hours: \_\_\_\_\_

Fieldwork Hours: \_\_\_\_\_

Other (specify): \_\_\_\_\_

Prerequisite course(s) if any: \_\_\_\_\_

This course will be: ☒ a Required Course

☐ an Elective

Special/Note: \_\_\_\_\_

Course is a replacement for  
(Course Number/Name): \_\_\_\_\_

Has the course been offered previously as a "Topics" course? ☒ Yes ☐ No

If yes, How often? 2x

What is the Expected Average Enrollment?: 10

Which semester will this course first be offered?: Summer 2021

How often thereafter to be offered?: Annually

Does this course affect offerings in any other department or program? ☐ Yes ☒ No If yes, please explain.

Is this an Extended Campus course? ☐ Yes ☒ No



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Course syllabus must be attached and completed according to Fitchburg State guidelines.

☒ Course Syllabus is Attached

Print Form

☐ Reviewed by Dean: \_\_\_\_\_

Required Signatures—Graduate and Continuing Education New Course Approval

Course Developer: Kyle Moody Date: September 21, 2020

Department Chair: Mary Baker He Lee (grad program chair) Date: 10/29/2020

Graduate Council Chair: \_\_\_\_\_ Date: \_\_\_\_\_  
(Indicates Graduate Council approval)

President: \_\_\_\_\_ Date: \_\_\_\_\_

## Integrated Social Media (COMM 8021)

Summer I 2020

**Instructor:** Kyle Moody, PhD

**Office Hours:** Conlon Hall (CNIC) 316

By appointment only. Set up through email.

**Phone Number:** (978) 665-3351

**Required Texts:** Frick, T., & Eyller-Werve, K. (2015). *Return on engagement: Content strategy and web design techniques for digital marketing*. 2<sup>nd</sup> Edition. Taylor & Francis, New York.

ISBN: 978-0-415-84461-1

Jenkins, H., Ford, S., & Green, J. (2013). *Spreadable media: Creating value and meaning in a networked culture*. New York University Press, New York.

ISBN: 978-0-8147-4350-8

**(all other texts can be found online through Blackboard)**

### Overview

This course offers students the opportunity to learn about advanced applications of social media and produce high quality content for organizations. Issues such as search engine optimization, workflow, convergence, production of culture, conscientious posting, and coordination between networked audiences and publics will be addressed. This course examines communication theory and practices, how they are integrated and illustrated in social media, and how it affects users and producers. Modern social media are ever-evolving toolsets and distribution platforms, and they are linked by a core set of skills and best practices. This course applies those core skills and practices to user organizations as they relate to business and communicative contexts.

**You will need a laptop for this class.**

### Learning Objectives

By the end of the semester, students should be able to:

- Find the nexus point of social media practices and communication theory to determine the best use of both within the practical and academic worlds
- Examine how the world of social media works through research into communication practices over the years
- Propose effective communication practices for local businesses based on theoretical evidence supplied through research
- Create entry-level and intermediate social media strategies for outreach and content generation
- Engage in group discussion to break down advanced readings and apply them to practical problems
- Produce theoretically-based documentation in individual and group-based projects for social media
- Speculate on the future of social media and applied social media practices using the in-class and extracurricular activities and readings as a platform for further understanding of social media utilities

### Assignments

**50 points for discussion board participation – due every Sunday at 5:00 pm**

You will generate discussion questions that are prompted by your understanding of the material, as well as leading us into a greater understanding and application of the work. You should type up these questions (Grading will be based on the comprehension of the material, successful and creative application of the work, and the quality of the questions and discussion generated by your work. Write at least one discussion question illustrating your knowledge of the material, and comment on your classmates' materials too. Note: the best questions will summarize the readings at the beginning and then ask smart questions. This way you will make sure you are providing a cover of all applicable material for these writers.

**Content Framework – Goals and Plans – 100 points – Week Three**

In the assigned content framework format, you are required to construct a content strategy for your desired account and platform. Grading will be based on the comprehensive utilization of readings and social media planning. Complete the assigned forms and discuss your plans for me.

**Research Paper – 150 points – Due Week Five**

Minimum of 4,000 words, maximum of 8,000 words (not including bibliography page in APA) (APA citations expected for in-text citations)

Using the concept of convergence as described by Jenkins, describe a successful business that has integrated social media into their business plan. (Note: you cannot use any of the actual businesses or organizations cited in Jenkins' book. Use more current organizations.) Use at least 2-3 different sources from in-class readings and out-of-class materials to support your claims. What are the reasons that this business has survived in the ever-changing media environment? Describe the production of culture for this company or organization, and explain how it has translated into 21<sup>st</sup> century values. You should also use other applicable theoretical lenses to explain how this business has moved forward, and I will be happy to meet with you to discuss possible articulations.

**Final Project – 200 points – Due Sunday, July 5 on Blackboard**

**5,000 – 7,500 words, not including references** (APA citation style, in-text and separate reference page). You need to come up with a formal idea for integrating social media into your work, either as an individual or as an employee of an organization. This needs to be an explicit link between theory and practice. What readings in class will justify the choices you make? What theoretical concepts are you bringing into your work as a result of the choices you make, and how will that affect your potential friends, followers, and customers in the digital and real world? What is the production of culture as you see it playing out in your choices? How have each of your assignments helped you reach this point where you are ready to apply a theoretical lens to a practical decision or set of decisions? What practical lessons are you using with the Frick & Eyler-Werve text? By explicating how your work reflects your knowledge, you are displaying your portfolio to an employer and making a practical link between theory and application. This is the culmination of all your knowledge, so make sure it is truly representative of your final output.

## **Policies and Guidelines:**

### **Grading Scale**

Your final grade is calculated as a percentage. To calculate your grade, divide your total points by the total points for the class (500).

#### GRADING POLICY

FSU GRADE*	LETTER GRADE EQUIVALENCY	ONE THOUSAND POINT EQUIVALENCY
4.0	A	950 – 1000
3.7	A-	920 – 940
3.5	A-/B+	890 - 910
3.3	B+	860 – 880
3.0	B	830 – 850
2.7	B-	800 – 820
2.5	B-/C+	770 – 790
2.3	C+	740 – 760
2.0	C	710 – 730
0.0	F	0 – 700

\*Grades that fall between intervals will be rounded to the higher number.

**Late Policy**

Assignments that are late will lose 1/2 of a grade per day, beginning at the end of class and including weekends and holidays. This means that a paper, which would have received an A if it was on time, will receive a B+ the next day, B- for two days late, and so on. Time management, preparation for our meetings, and timely submission of your work comprise a significant dimension of your professionalism. As such, your work must be completed by the beginning of class on the day it is due. If you have a serious problem that makes punctual submission impossible, you must discuss this matter with me before the due date so that we can make alternative arrangements. Because you are given plenty of time to complete your work, and major due dates are given to you well in advance, last minute problems should not preclude handing in assignments on time.

**Students with Learning Disabilities or Special Needs**

If course alterations or accommodations are required because of a disability or an emergency medical condition, please make an appointment with the course instructor as soon as possible. In order to make appropriate accommodations, students with special needs must notify me, using required Disability Services forms, no later than the second class. In order to expedite matters, you should have previously contacted the Campus Disability Services Office on the third floor of the Hammond Building (campus ext. 4020) to document a disability/medical emergency as per the recommended Fitchburg State process. The Disability Services Office will review your specific needs and will determine appropriate accommodations. The Disability Services Office will then give you the necessary accommodation forms that you will make available to your instructors in order that we can know what the appropriate accommodations are. It is the policy in this course that the recommended Fitchburg State process will be followed.

**Academic Integrity**

Academic dishonesty in all its forms (e.g., cheating, plagiarism or the act of presenting someone else's idea as one's own) will not be tolerated in this course. Such acts are punishable by a grade of 0.0 for any infraction, with a possible 0.0 for the semester. Students may refer to the Academic Dishonesty Policy of Fitchburg State University for further clarification.

## Class Schedule

### Week One

A beginning of understanding innovation and social media  
Introduction/Discussion of Syllabus/Assign First Readings.

Alice Marwick. (2013). "Online Identity." In Hartley, J. Burgess, J. & Bruns, A. (eds), *Companion to New Media Dynamics*. Blackwell Companions to Cultural Studies. Malden, MA: Blackwell, pp. 355-364 (Available on Blackboard)  
Jenkins et. al (2013), Chapter One, "Where Web 2.0 Went Wrong." Frick & Eyler-Werve, Chapter One, "Digital Marketing Strategy Basics"

### Week Two

Frick & Eyler-Werve, Chapter Two, "Content Strategy"  
Jenkins, *Convergence*. "Quentin Tarantino's *Star Wars*? Grassroots Creativity Meets the Media Industry" (Available on Blackboard)  
Peterson, R, & Anand, N. (2004). The production of culture perspective. *Annual Review of Sociology*. 30, 311-334. (Available on Blackboard)

### Week Three

Frick & Eyler-Werve, Chapter Three, "SEO and Content Strategy"  
Frick & Eyler-Werve, Chapter Four, "Design Strategy: An Integrated Approach"  
Jenkins et. al (2013), Chapter Two, "Reappraising the Residual."

### Week Four

Frick & Eyler-Werve, Chapter Five, "Measurement Strategy"  
Jenkins et. al (2013), Chapter Three, "The Value of Media Engagement."  
Andrejevic, M. (2007). "Social Network Exploitation" (available on Blackboard)



#### *Week Five*

Frick & Eyler-Werve, Chapter Six, "Writing for the Web"

Jenkins et. al (2013), Chapter Four, "What Constitutes Meaningful Participation?"

Terranova, T. (2000). Free labor: Producing culture for the digital economy. *Social Text*, 18(2), 33-58. (Available on Blackboard)

#### *Week Six*

Frick & Eyler-Werve, Chapter Seven, "Producing Web Video"

Jenkins et. al. (2013), Chapter Five, "Designing for Spreadability."

Frick & Eyler-Werve, Chapter Eight, "Content and Social Networks"

#### *Week Seven*

Frick & Eyler-Werve, Chapter Nine, "Creating Usable Designs"

Frick & Eyler-Werve, Chapter Ten, "Climate Ride's Pedal Power"