



**Gifted LearningLinks Program
Course Syllabus**

**Instructor name: Lindsey Wallem
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Course Title: Social Media: More Than Just Facebook

Session Date: *Monthly enrollment, 2010-2011*

Course Description:

“Not all digital natives are digital learners” For today’s high school students, digital communication is the norm. Though tools like Facebook, Twitter, and text messaging are prevalent, it is unlikely students have never been taught best practices on how to use them, lessons on maintaining their privacy and reputation, nor how to use social media for their upcoming professional lives. This course proposes to make every enrolled student an expert digital learner.

- a. *Drawing from the fields of marketing, communication, sociology, and statistics, students learn about the social media tools that are currently shaping our lives and changing how we interact with the world. From Twitter to Facebook, participants learn how to manage these tools, for personal and professional use, as well as how to orchestrate a persuasive social media campaign.*
- b. *Because being effective and persuasive online requires excellent written communication skills, this course will be writing intensive, both on the page and on the screen.*
- c. *This class should be inherently social. I encourage you to interact with your fellow students on any platform you find most useful. Content will be posted on Black Board, but you are encouraged to take it elsewhere. Feel free to start discussions on our class topics on Twitter, see what kind of a response you get!*

Outcomes: Upon successful completion of this course, students will be able to

1. Effectively use social media tools and maintain an appropriate online identity in the following forums:
 - professional
 - personal
 - public
2. Implement and execute a social media campaign analyzing its effectiveness using social media data.
3. Using the written word, communicate effectively both online and offline.

Course Structure

Each unit’s lesson will include:

- An article to read and a brief lecture (provided in a variety of formats within the course)

- Questions to be answered in essay format and assignments involving the social media platform covered in that unit.
- Discussions with peers, if applicable.

At the end of the course, students will have:

1. A completed and active (up-to-date of final exam) Facebook (or other platform) page dedicated to a cause, issue, or campaign of the student's choosing.
2. A Twitter feed with at least five re-tweets over a two-week period.
3. A written portfolio of essays regarding the student's thoughts and beliefs about each topic covered.

Resources and Materials:

- a. Zarrella, Dan. "The Facebook Marketing Book", 2011 (ISBN: 9781449388485)
- b. Additional articles will be provided through Blackboard course site.
- c. Students will need a computer & access to the Internet, must be 13 or older and have permission to access social media sites (personal data provided online for the course will be minimal).

CTD Statement on Third-Party Web Sites

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.

Schedule: This course is a "facilitated independent study". I will be available for questions and help, when needed, but much of the work is to be on your own. You are expected to spend 4-6 hours a week working on course assignments.

SEMESTER ONE				
	Topic/Focus (Access lecture any time during the week)	Reading Assignment	What do I need to post to the Discussion Board?	What do I need to turn in by the end of this week?
Week 1	Overview of current social media tools and the history of its use	Read Zarrella Ch. 1 Read "Time" article about Mark Zuckerberg: http://ti.me/dKtvHO	What method do you use to communicate with: 1. Family 2. Friends 3. People you don't know?	Write up to 2 pages: Why are you in the course? What experience do you have with your definition of "social media"?

<p>Week 2</p>	<p>Social theory and social media</p>	<p>Read <i>Bowling Alone</i> excerpt [http://bit.ly/emoOCn] and social theory articles.</p>	<p>Has Facebook (or another similar tool) made you more or less social?</p>	<p>Essay assignment (no more than 2 pages):</p> <p>In what ways (or not) do you think social media has changed the social structure of our culture?</p> <p>Defend your point of view.</p>
<p>Week 3</p>	<p>Goals for using social media</p>	<p>Explore three new social tools you have not used before.</p> <p>Write a paragraph or two describing the tools you found.</p>	<p>Select an issue or a cause you would like to promote on the Internet. Discuss ideas with your peers in this week's discussion. Measure their responses.</p>	<p>After FB/BB discussion, write a one-page proposal of your social media campaign project, including goals.</p>
<p>Week 4</p>	<p>Writing for Social Media: Knowing & Reaching Your Audience</p>	<p>Related articles</p> <p>Follow Facebook pages.</p> <p>Research Facebook posts.</p>	<p>From your Facebook research, post five sample Tweets & Facebook posts that you consider to be effective at reaching a target audience.</p> <p>Have your peers rate them.</p>	<p>Twitter worksheet</p>

Week 5	Facebook I	Read Zarrella Chapter 2 and supplemental article on Facebook profile changes.	Facebook invitation scenarios: Ex. A Facebook friend has invited you to an event. What are you looking for in the post to decide if you will attend? What determines a compelling post?	Set up your Facebook profile, if you don't already have one. Begin working on your Facebook campaign.
Week 6	Facebook II	Read Zarrella Chapters 4-5, 8		
Week 7	Twitter I	Read articles. Start a Twitter account on any topic and follow 20 people by this week.	Real-time Class Twitter Chat: Think about how you can use Twitter to mobilize your base for your project's cause.	Set up your Twitter profile.
Week 8	Twitter II: Link Tracking & Sharing	Proof of Twitter followers. Provide an analytics report of your most popular Tweets.	How can the same content be spread across the Internet in different ways?	Proof on one re-tweeted shared link.
Week 9	Blogging, Tumblr, Wordpress, Posterous, RSS.	Blog articles. Read Zarella Chapter 9 Build an RSS feed, learn how to install a button to a web site.	TwitQuiz Midterm	Checking in: How is your campaign going?

Week 10	Location-based Tools (FourSquare, Yelp) and the mobile social web. Text messaging/mobile/experimental applications.	Related articles	Using the theorists we've already discussed, how is the social web going to change as a result of it becoming more mobile?	One-page Essay: How do you see location-based services being useful for businesses? What about your cause? How can I reach more people?
Week 11	YouTube	Article on Old Spice Man Campaign	How do you envision incorporating the video in your project? What does the word "viral" mean to you?	Post a video to the platform of your choice in response to the Old Spice Man.
Week 12	Basic Analytics	Watch related webinars		Create an analytics report of your campaign so far.
Week 13	Social Media as business + the Science of Social Media	Read Zarrella Ch TBA	How would you turn your campaign into a business or a nonprofit? What would you need to raise funds?	
Week 14	Social Good & International Social Media	Relevant articles about Egypt, Libya, & Japan, including Malcolm Gladwell's "Small Change": http://nyr.kr/elYA5z	Question about Egypt, earlier theories, how do you see this helping your cause?	
Week 15	Etiquette, Privacy, & "Oversharing"	Discussion on privacy. Read NY Times article.	What dangers do you see in using social media? What is the best way to protect yourself?	Go through your social media profiles. Would you want your parent /school principal/ future employer to see what is there? Protect your profile.

Week 16	LinkedIn, Networking, & Personal Branding	Research LinkedIn. Send one networking letter to request career information from a LinkedIn member.	Did you receive a response from your networking letter? What did you learn about your chosen career?	“Pitch it to me” Create a new social media tool or application. Who would benefit most from your new tool? What makes it necessary to your target population? How can your new tool make money? Submit your idea in writing, no more than 2 pages.
Week 17	The Future of Social Media	Discussion on everyone’s “future tools”	Do you feel more or less prepared to live in the world of the social web? What’s your best and worst case scenarios of the future of the social web?	Work on your final presentation
Week 18	Wrap-up & Presentations	Final presentations due! Send me links to all of your profiles. Submit a written report (up to five pages) about your campaign, including data analytics. Provide detail on the social media tools that you used and whether your efforts were successful for your campaign goals.		Final presentation

Student Evaluation and Grading Policies for Credit Courses Only:

a. CTD Grading scale

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F Below 60
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

- b. Breakdown of final grade
 - 30% final project*
 - 25% social media profiles*
 - 20% midterm*
 - 15% writing assignments*
 - 10% participation on discussion board or through email*

Instructor Biography:

Lindsey Wallem holds a Bachelor of Arts in Sociology and Political Science from DePaul University. While still a college student, she began volunteering at Barack Obama's national campaign headquarters in Chicago. There, she worked as an Intern for two years on the New Media Team under the direction Chris Hughes, an original creator of Facebook. There, she learned to engage supporters on multiple social media platforms. Obama for America went on to raise millions of dollars online as well as build a mammoth email list and supporter network, and the rise of Facebook as a marketing platform is largely attributed to its success.

Lindsey has worked as a social media consultant since 2009. She works primarily with non-profits and small businesses, including the Center for Talent Development at Northwestern University, where she joined the Marketing Department in September 2010.