

1. COURSE TITLE/NUMBER, NUMBER OF CREDIT HOURS:

**ISM 3007
Section 001
Social Media Innovation
3 credit hours**

2. COURSE PREREQUISITES:

No prerequisites

3. COURSE LOGISTICS:

Term:	Fall 2012
Class Location:	TBD
Time:	TBD

4. INSTRUCTOR CONTACT INFORMATION:

Instructor:	TBD
Office Address:	TBD
Office Hours:	TBD
Phone:	TBD
FAX:	TBD
E-mail:	TBD

5. TA CONTACT INFORMATION:

There is no TA in this class

6. COURSE DESCRIPTION:

In this course you will learn how social media works, why social media matters to business, and how to use it successfully.

7. COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES.

In this course, we review concepts and principles related to new business models supported by innovative use of Web 2.0 and social media. Through a combination of readings, discussion, presentations, and hands-on projects, we examine (i) the organizational use of key media technologies such as photo and website editing, blogs, web analytics, and search engine optimization, (ii) the business models underlying successful innovative new media organizations including Wikipedia, Craigslist, YouTube, and Facebook, and (iii) the role of centralized, decentralized, and crowd-sourced information resources in online media innovation.

COURSE OBJECTIVES

- Gain an understanding of the fundamental concepts of social media technologies.
- Understand multiple forms of centralized, decentralized, and hybrid business models supported by Web 2.0 social media information technology,
- Develop the ability to identify and articulate the business value of social media, and
- Obtain skills to administer a weblog, to create compelling web content, and to grow and track web traffic.

COURSE APPROACH

The educational objectives of this course relate to the ability to apply general concepts and knowledge to specific situations. Social media innovation is a complex topic. There are no simple rules to memorize; it is something you learn best through active participation. This course encourages you to actively learn in multiple ways.

First, each week's class meeting will include a substantive discussion of assigned reading. Second, you will be required to give two short presentations (up to 3 minutes long) during the semester. Third, you are required to actively participate online between class meetings.

Learning is something you do, not something that happens to you.

8. COURSE EVALUATION METHOD:

This course offers students multiple opportunities to demonstrate learning. The major components of the course grade are:

Grade Percentage Breakdown	
Participation	20%
Social media innovation in action activities	40%
Individual end of semester report	20%
Group Infographic project	20%
Total	100%

The class instructor solely determines your grade based on completed work, assignment requirements, and grading criteria. Pay attention to the formal assignment requirements as posted on the Course Instructor Blog and expectations stated on the blog and in the course. Each deliverable is described in more detail below. Grading is based on the following criteria:

Assessment Criteria	Grade
The assignment consistently exceeds expectations. It demonstrates originality of thought and creativity throughout. Beyond completing all of the required elements, new concepts and ideas are detailed which transcend general discussions along similar topic areas. There are few mechanical, grammatical, or organizational issues which detract from the presented ideas.	A-orA
The assignment consistently meets expectations. It contains all of the information prescribed for the assignment and demonstrates a command of the subject matter. There is sufficient detail to cover the subject completely but not too much as to be distracting. There may be some procedural issues, such as grammar or organizational challenges, but these do not significantly detract from the intended assignment goals.	B-, B, B+
The assignment fails to consistently meet expectations. The assignment is complete but contains problems which detract from the intended goals. These issues may relate to content detail, grammar, or a general lack of clarity. Other problems may include not fully following assignment directions.	C-, C, C+
The assignment fails to meet expectations. It is incomplete or in some other way consistently fails to demonstrate a firm grasp of the assigned material.	Below C-

9. COURSE GRADING SCALE:

Final Grade Assignment		
A	100	– 93.00
A-	92.99	– 89.00
B+	88.99	– 87.00
B	86.99	– 83.00
B-	82.99	– 79.00
C+	78.99	– 77.00
C	76.99	– 73.00
C-	72.99	– 69.00
D+	68.99	– 67.00
D	66.99	– 63.00
D-	62.99	– 59.00
F	58.99	– 0.00

10. POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES.

COURSE COMPONENTS.

Participation

To encourage active learning, a substantial portion of the course grade is earned through preparation for class, participation during class, and participation between classes. Evaluation is based on a consistent demonstrated engagement with the process of learning.

- 1) Participation during class -Each class includes in-depth discussion of multiple topics. Students should be able to summarize the key points from the assigned reading. All students should be prepared to answer. If for some reason you feel unprepared to respond to a question, you may say "pass," and I will call on another student. To earn full participation credit, keep the total number of "passes" to a minimum over the course of the semester.

Complete all readings *in advance* a/the referenced class meeting. Prior to each Wednesday evening class you are also expected to have read all course blog posts which are posted by Tuesday at 9pm of that class week.

- 2) In-class Presentations and Presentation Blog Post -Each student is responsible for making 2 presentations to the class during the semester. You will make a presentation of no more than 3 minutes in length on a topic of your choosing that you feel (a) is of interest to the class and (b) will reflect well upon you professionally. In the week prior to your presentation you are also responsible for making a blog post about your presentation topic to the Course Student Blog.
- 3) Participation between classes -To facilitate on-going learning of course material, we will discuss course topics on the class blog. Each student is responsible for posting at least one discussion question during the semester.

See the Course Instructor Blog for instructions on how to schedule your presentation and discussion question dates.

Overall criteria for the participation grade includes: attendance, punctuality, level of preparation, professionalism, answering questions, quality and consistency of in-class and online contributions, and contributing to a positive learning environment. Recognizing that students sometimes have unavoidable conflicts, the baseline for expected participation during class is assessed on your 13 most active weeks. In summary, to meet expectations for participation students must (a) thoroughly prepare for and participate regularly during class, (b) sign-up for, prepare, blog about, and deliver 2 in-class presentations, (c) sign-up for and post a discussion question, and (d) post at least 2 substantive comments per week to the course blog.

Social Media Innovation in Action Activities

The major learning component of this course is a semester-long set of self-directed learning activities, social media innovation in action. This includes a combination of required tasks as well as selection from "your-choice" tasks. Approximately every other week a new list of tasks will be announced. Complete details for this assignment will be posted on the Course Instructor Blog. Key to meeting expectations in The Quest is to pace your work, to push yourself to try out new things, and not to fall behind.

Individual End of Semester Report

At the end of the semester, a final 5-7 page report documenting your Personal Blog Development project is due. This report has three major components:

- 1) A reflection on what you learned during through class participation, development of your blog, and participation in The Quest.
- 2) An analysis of your website traffic with detailed information from Google web analytics, describing how your Web hits increased or decreased over the course of the semester in relationship to traffic building activities.
- 3) An evaluation of lessons learned from your website development. Include recommendations of at least three things you would do the same again and three things you would do differently in creating another a social website in the future.

Final Exam

The individual report takes the place of a final exam in this course.

Group Infographic Project

Infographics are a popular form of web-based content. They frequently "go viral" and get a lot of web hits. The objective of the group project is to work as a team to create a professional-quality infographic on a topic of your choosing.

The minimum expectations for this project are:

- a) the team will collaborative prepare the infographic (all team members substantively contribute),
- b) it includes at least 5-7 unique elements,
- c) it provide value over and above the data source,
- d) the end result if visually appealing, and
- e) the final submission is web-ready.

Complete details for this assignment, including all interim milestones, will be posted on the Course Instructor Blog.

Social Media Innovation Quest

To help motivate students to maximize learning opportunities in this course, we also run a Social Media Innovation Quest (hereafter, The Quest). This is a "scoring" system that awards Quest Points (QPs),

badges, and levels for class-related achievements. Students who gain sufficient QPs will be promoted to higher Quest levels and will rise to the top of the leaderboard!

Quest Points, Badges, Levels, and the leaderboard are for fun!

Lots of Quest Points, numerous badges, a high level, and the top spot on the leaderboard are no guarantee of a high course grade. Nonetheless, past experience shows that the number of QPs earned and strong course performance usually goes hand-in-hand. Therefore, during the semester your QPs do provide one assessment, albeit imperfect, of your course performance to date.

Examination Make-ups

If you are late to an exam, you will only be able to begin the exam if no students have yet submitted their exam and left the classroom. In addition, if you are late, you will not get extra time to finish the exam. I will NOT administer a make-up exam for students who are late and arrive after the first student has submitted the exam and left the classroom.

If you are unable to take an exam due to a medical or family emergency you must inform me of that fact on or earlier than the day of the exam, but no later than one week after the exam. To make up any missed exam you must provide a valid reason: documented emergency, illness or standard FAU exception (military service, student athletes, etc). A note from your parent will not be acceptable. You will need to present official documentation as proof (doctor's note, obituary listing you as survivor, etc.) by the date listed in the course schedule. If in the beginning of the semester you provide your instructor with a list of dates you will be absent, it will still be necessary for you to provide written documentation at the time of the absence. If a make-up is given after the graded exam is returned to the class then the instructor may create a new exam for the student.

Incompletes: University policy states that an incomplete may be given only if a student has a passing grade in the course. An incomplete is only meant for students who are unable to complete the course due to severe hardships beyond their control. It is not meant to accommodate students who decide that the workload is too heavy. If an "I" is given, work must be completed within the time period specified by the instructor which is not to exceed 12 months from the time the incomplete is given.

Religious Accommodation: In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. For further information, please see <http://www.fau.edu/academic/registrar/catalog/academics.php>

Students Representing The University At Official Functions: Students representing the University at official functions will not be penalized for missing exams or quizzes while performing these functions. Reasonable accommodations will be made to allow the student to make up the work, usually after the majority of the class has taken the exam or quiz. It is up to the student to bring to the instructor's attention the need for the accommodation, both by presenting the instructor a University form attesting to the need for the accommodation and by reminding the instructor of the event close to its occurrence.

11. SPECIAL COURSE REQUIREMENTS:

Blackboard: You must use Blackboard to retrieve class notes, take tests, and to receive class e-mail from me. Go to <http://blackboard.fau.edu> to log in.

Web Assist Course: This course will make use of the Blackboard Internet feature. Lecture material and homework assignments will be posted on Blackboard, with due dates. Grade information will also be found there. We will experiment with an occasional on-line session using Blackboard Collaborate. Additionally there will be occasional on-line discussion periods. The times of these discussion periods will be determined as the semester progresses.

12. CLASSROOM ETIQUETTE POLICY:

Inappropriate behavior distracts other students and interferes with their learning experience. Inappropriate behavior would include rude and inappropriate comments in either live or on-line discussions. Additionally, in order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions. Behavioral deviation from these policies will not be tolerated. Since it is my responsibility to provide an environment that is conducive to learning for everyone in the class, I will deduct points from the final grade of a student who chooses to repeatedly distract others. In particularly egregious cases, I will have the student permanently removed from the class.

13. DISABILITY POLICY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) – in Boca Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

If you are recognized as a student with learning disability by the university, please provide the necessary documentation as soon as possible (no later than the first two weeks of the semester) so that I can make arrangements for you to take tests, etc., according to the prescribed procedures. If you have any other special needs please let me know. If you don't inform me of your special status and arrange for the paperwork with the Office Students with Disabilities, you will be given the same status as the rest of the students in class until you have provided the required information and the Office Students with Disabilities. Grades will not be changed retroactively based on any information provided late.

For further information, please see http://www.fau.edu/eop/ada/ada_policy.php

14. CODE OF ACADEMIC INTEGRITY POLICY STATEMENT:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the College of Business Academic Honesty Policy at <http://business.fau.edu/undergraduate/current-students/academic-policies/academic-honesty-policy/index.aspx>.

While the FAU Honor Code governs all student activities throughout the course, there are some specific comments which are applicable.

Homework is to be an individual effort. It is certainly permissible to work with other students on assignments, but the final result turned in must be your own work. It is almost impossible for a program of any size above trivial to use identical variables, algorithms and computer memory. Having said that, you may incorporate code you find from other sources as long as you properly reference the sources.

(Reuse of code is one of the objectives of object oriented programming after all). However, cheating, plagiarism, and unauthorized collaboration are unacceptable and subject to disciplinary actions. Plagiarism is turning in someone else's ideas as your own work. Cheating is copying from someone or giving your work to someone else. Such actions may include an "F" in the course and the placement of a letter of fact in your student record in accordance with the rules of the University and the College of Business.

15. REQUIRED TEXTS AND READINGS:

There is no required text for this course. There are assigned readings throughout the course. Some of these are chapters of books that are available for free electronically via the FAU library. The remainder are available for free on the web. Readings are posted on the Course Blogs each Thursday morning. Students are responsible for carefully reading the assigned readings in advance of the following Wednesday class meeting.

16. SUPPLEMENTARY MATERIALS/RECOMMENDED READINGS

As there is no cost for a required text, each student is asked to budget approximately \$25-30 for course activities. While the majority of activities assigned in the course use either free web-based services or computer software readily available on campus there are a small number of activities that can only be completed through a fee-based service. Examples of these activities include placing web-based advertisements (e.g., Google, Facebook, or LinkedIn ads), registering a domain, or paying for premium web services.

17. COURSE TOPICAL OUTLINE, INCLUDING DATES FOR EXAMS/QUIZZES, PAPERS, COMPLETION OF READINGS:

This is a projected schedule for the semester. It is subject to change. Check the Course Instructor Blog for updates. Prior to each class you are expected to have read all course blog posts which are posted by a night before the class of that class week.

Unless otherwise stated, all assignments are due at the beginning of class on the day noted in the course schedule. Most assignments are submitted online, either via email at jgoo@fau.edu, through the Course Student Blog, or as otherwise assigned.

Class	Topic Focus	Tool Focus	Individual Assignments	Group Assignment
Week 1:	The Quest for social media innovation	WordPress	Start Date for Individual Quest	(Start forming groups of 2-5)
Week 2:	What is social media? Why should I care?	Wikis / Wikipedia	Start Date for Individual Presentations	(Continue forming groups)
Week 3:	On writing well for the web	WordPress & Google Analytics configuration		Submit group name and composition
Week 4:	Engagement: here we are now, entertain us	Flickr / YouTube		Submit topic proposal
Week 5:	Tell 2 friends about network effects	RSS / Feedburner /Google Reader		(Research topic)
Week 6:	Starfish, spiders, and other organizational forms	Twitter		Submit list of 5-7 unique elements
Week 7:	Should I stay or should I go? Whither community management	Facebook/ Facebook Page		(Prepare the elements)
Week 8:	Crowdsourcing: ask a crowd, not a mob I	Reedit / Digg		Submit draft #1
Week 9:	TMI! Fending off information overload	Content Aggregation		Submit draft #2
Week 10:	Show me the money: ROI for social	Google+		Submit final version and publish on web
Week 11:	What's a page rank? Getting started with SEO	location-based services and QR Codes		(Promote)
Week 12:	What's social got to do with search?	Social presence management		(Promote)
Week 13:	Traffic control: making sense with Google analytics	Google Analytics	Start Date for Submitting Individual Final Project Reports	Submit report on promotion results
Week 14:	Summing Up	LinkedIn	Noon Tues, Dec. 6. Deadline for earning individual Quest Points for the final leader board	
final Exam Period			8:00pm on Wednesday, December 14, 2011 Final Quest task submission deadline Final Individual Report submission deadline	

References:

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