Z604 Topics in Information and Library Science (3 Credits)
Information Use through Social Media
Summer 2014, Dept. of Information and Library Science
School of Informatics and Computing, Indiana University Bloomington

SCHEDULE
Summer 1 2014 (May 13–June 19)
Class meets Tuesdays and Thursdays 1:00–4:00 p.m.
Location: Fine Arts 010

INSTRUCTOR
Dr. Younei Soe
Email: ysoe@indiana.edu
Office Hours: Fridays 2:00-3:00 p.m. LI 029 (and by appointment)

BRIEF COURSE DESCRIPTION
This course examines how users of social media and involved organizations employ information acquired through social media. It covers a theoretical understanding of communication and information exchanges with new media, analysis of social media use within various kinds of organizations, and discussions of social and cultural issues that pertain to social media use.

This course should appeal to students of many different backgrounds; it is broadly relevant to multiple areas of study, including information, library, technology, and communication studies. Therefore, this course is open to graduate students in any discipline of the social sciences, cultural studies, education, or policy studies. The course is also open to students from other field who are interested in the social impact of information and communication technologies (ICTs). This unique focus on social media is particularly timely.

The topic is especially relevant to students in graduate professional programs, whose careers as information professionals will be advanced by developing a critical understanding and practical perspective on how various organizations can use information effectively through social media.

PREREQUISITES
There are no prerequisites. Graduate students in the social sciences, education, cultural studies, policy studies, or any other field who are interested in the social impact of ICTs are welcome to enroll.

RESOURCES
Readings are readily available through the IU Libraries or on the web. Any specialized materials will be available through Canvas (http://canvas.iu.edu/ → login → go to “Files”).

STATEMENT REGARDING ACADEMIC INTEGRITY

INSTRUCTOR’S POLICY ON ACADEMIC DISHONESTY
All written compositions in this course must be students’ own work and composed using their own words, unless students are using explicitly indicated quotations. Students must adhere carefully to the following rules in all of their written work:

A student who uses the words of another person must always use quotation marks and indicate the source of the quote.
A student who closely paraphrases another person must always indicate that he or she is doing so and whose ideas the student is citing.
A student must make sure never to submit work containing plagiarized material. He or she must always acknowledge the sources that have been used.
A student should never fabricate sources or quoted material.

* Recommended citation style: American Psychological Association (APA) style (https://www.apa.org/). Other citation styles are also accepted.

Failure to follow these rules is considered plagiarism, which is a serious form of academic misconduct and can subject the student to severe penalties under university regulations (see: http://www.indiana.edu/~p374/Acaddis.html). The following is an excerpt from the Code of Student Rights, Responsibilities, and Conduct (Part II: Student Responsibilities, Section G. Uphold and maintain academic and professional honesty and integrity) from http://www.indiana.edu/~code/code/responsibilities/academic/index.shtml

**PLAGIARISM**
Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source, for either written or oral use, must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
A student must give credit to the originality of others and acknowledge indebtedness whenever:

- directly quoting another person’s actual words, both oral and written;
- using another person’s ideas, opinions, or theories;
- paraphrasing the words, ideas, opinions, or theories of others, both oral and written;
- borrowing facts, statistics, or illustrative material; or
- offering materials assembled or collected by others in the form of projects or collections without acknowledgment

**INSTRUCTOR'S POLICY ON PLAGIARISM**
I will respond to acts of academic misconduct in accordance with the university policy concerning plagiarism. Sanctions for plagiarism can include a grade of F for the assignment in question and/or for the course and must include a report to the Dean of Students Office. Students must also be aware of university policies concerning grades: For students who are found guilty of misconduct and who receive an F in the course as a sanction, a grade of F will be entered for a student found guilty of misconduct, even where an automatic W would otherwise be used. That is, after students have been found to have plagiarized and received an F in the course as a sanction, they may not simply withdraw from a course and receive a W.

**ACADEMIC MISCONDUCT**
The issue of academic misconduct is documented here:
http://www.iu.edu/~code/bloomington/discipline/academic/index.shtml

**STATEMENT FOR STUDENTS WITH DISABILITIES**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for
reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact IU Disability Services for Students (http://www.indiana.edu/~ada/resources_IUB.html).

**Full Course Description**
This course is a social scientific examination of how users make use of social media information. Fundamentally, the course examines how users apply information acquired through social media use. It also analyzes how such use influences the ways in which individuals, information professionals, and organizations communicate with each other and how they exchange information. This course has broad relevance to many areas of study, including information, library, technology, education and communication studies. We will trace the development, explore the content, and assess the impact of social media on individual users, information professionals, organizations, and society. We will also review the conceptual and practical aspects of the social media environment.

This course consists of 3 parts, and its sessions are thematically organized. It covers an overview/survey of social media and information use and the theoretical understanding of information exchanges with social media; information use through social media within a variety of organizations, such as government agencies, schools, libraries, non-profit or activist organizations, and health care organizations; and a discussion of cultural, ethical, and privacy-related issues that pertain to social media use.

**Learning Objectives**
This course is intended to provide students with a broad understanding of the social, cultural, and psychological influences of social media use on a variety of users, including individual users, information professionals, and organizations. This course also aims to encourage critical thinking about “new media” in a general sense. It will provide students with an analytical framework with which to develop an understanding of the following:

How social media users within a variety of organizations utilize information
How such use influences the ways in which information is exchanged and employed
The cultural, social, and ethical issues associated with social media use

By the end of the course, students will be able to identify issues, critique arguments and contentions relating to social media use, propose an evaluation of social media strategies for a specific organization, and make suggestions for better social media strategies for the organization.

Through various assignments, students will learn to analyze the evolving information ecology as it affects users and the organizations that are involved. Course projects will enable students to examine issues involving convergent media and the impact of intensive new technology use on various kinds of information uses.

The learning outcomes will be assessed through class participation and 3 other kinds of assignments.

**Student Requirements**
[20%] Participation. This course is a graduate, elective course. Students taking this course are expected to complete all readings and to be prepared to discuss them before coming to class. Students should be prepared to respond to the following general types of questions: What is interesting and useful about the reading and the assigned cases? With which point(s) do you agree or disagree? What questions do the readings raise and what questions do they answer? Constructive comments along these lines are acceptable. Students should actively participate in class discussions and debate vigorously but respectfully. Participation will be determined by students’ attendance and contributions to in-class discussions. Participation should reflect a sound grasp of the readings, and students should contribute to
the class by adding informed opinions to the discussion. For each day’s class discussion, students will prepare 2-3 key questions they would like to discuss with the class.

**Overview of Assignments**

All assignments must be completed and submitted on the dates specified in this syllabus. In the event that a student cannot attend class, cannot submit an assignment, or cannot deliver a presentation on its due date, it is the student’s responsibility to discuss the situation with the instructor—preferably in advance. There will be a penalty for work turned in after the assigned date, and this will be applied at the discretion of the instructor. Borderline grades will be decided (up or down) on the basis of class contributions and participation throughout the semester. All submitted writing assignments must be original to this course.

All assignments will be discussed on the first day of class.

[10%] Find a Case (5 times between session 4 and session 8): After you read the assigned readings, you will find a case of social media use in an organization. You will complete this assignment by emailing me (1) the Web address of the site and (2) an explanation of what you find interesting about the site (1 paragraph is enough). In the subject line of your email message, write your name and case number: for example, “Yoneyi Soe, Case 1/5”

[20%] Present a Case (2 times between session 4 and session 9): You will identify a case related to social media use in an organization, analyze it (using 1 criterion*), and present it to the class. Be ready to take questions from class participants and discuss them (20-25 minutes). You will present 2 cases on 2 different days.

* This component will be explained in detail on the first day of class.

[20%] Critical Case Review (due June 3, 2014): For this assignment, you will select and critically review social media use in an organization. You provide a rationale for why you chose the organization and 2 criteria for analyzing its social media use. In order to decide the criteria for analysis, you can use any readings assigned in class. Write a total of approximately 5 pages, double-spaced. Think of this assignment as a mini version of the final project. In this Case Review, you will complete the 4 tasks described below:

Task A: Provide background information about the organization and is current social media uses, and briefly explain why you selected this organization.
Task B: List 2 criteria for analyzing its social media use and rationale for choosing such criteria (use class readings). Be sure to cite all sources you use.
Task C: Analysis
Task D: Discussion, including suggestions for the organization, its challenges, future options, policy recommendations, etc.

Your Critical Case Review is due on June 3. If you want to, you can submit it on May 29. There are no advantages or disadvantages to submitting it on May 29.

Submit both an electronic (by email) and a paper version (in class) of this work.

[30%] Final Project (due June 19, 2014): You will propose an evaluation project. Think of this as an extended version of a Critical Case Review with a more in-depth analysis. For this project, you will evaluate social media strategies for a specific organization of your choice and make suggestions for improving those strategies. If you are looking for a professional position, you can use this opportunity as
a way to think strategically about a potential employer—for example, by developing topics for a discussion during a future job interview.

Task A: (1) Provide background information about the organization (2) its current social media uses, and (3) briefly explain why you selected this organization

Task B: List 4 or 5 criteria for analyzing its social media use and rationale for choosing such criteria (in addition to class readings, use both academic and non-academic resources of your own choice [e.g., book chapters, magazine articles, and news reports]). Feel free to use relevant class readings and other sources (digital or otherwise) that helped you write the essay. Show your effort to integrate or synthesize the resources at some level. Be sure to cite all sources you use.

Task C: Analysis

Task D: Discussion, including suggestions for the organization, its challenges, future options, policy recommendations, etc.

Your Final Project is due June 19.

Submit both an electronic (by email) and a paper version (in class) of this work.

The final presentation will be 25-30 minutes long.

* IMPORTANT*

Note that Find a Case, Case Review, and Final Project require a different level of research and effort.

General Grading Rubric for Writing Assignments (Case Review and Final Project)

A (A+, A, A-): Responds to each assigned task fully with clear, developed ideas; Appropriate use of relevant resources; Well-organized

B: Responds with ideas that need further examination or development (Reasonable explanation, but not as clear or fully stated/organized as it could be); Appropriate use of relevant resources

C: Responses suggest rushed or last-minute effort; Poorly stated; Inadequate use of sources; Poor organization

D~F: Does not respond to the required tasks (off topic); Incomplete

Grading

Each student’s final grade will be calculated according to the following:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>Find a Case</td>
<td>10</td>
</tr>
<tr>
<td>Present a Case</td>
<td>20</td>
</tr>
<tr>
<td>Case Review</td>
<td>20</td>
</tr>
<tr>
<td>Final Project</td>
<td>30</td>
</tr>
</tbody>
</table>

Definition of Letter Grades

Letter grades have been defined as follows by student and faculty members of the Curriculum Steering Committee. The grading system has been approved by the faculty as an aid in the evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the Department of Information and Library Science.
A 4.0 Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- 3.7 Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ 3.3 Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B 3.0 Student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level.

B- 2.7 Marginal work. Student performance demonstrates an incomplete understanding of course materials.

C+ 2.3 Unsatisfactory work. Student performance demonstrates incomplete and inadequate

C 2.0 understanding of course materials (C+ and C)

C- 1.7 Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count toward the degree, the student must repeat the course with a passing grade (C-, D+, D, and D-)

D 1.0 D- 0.7

F 0.0 Failing. Student may continue in program only with permission of the Dean.

Grades are assigned by individual instructors based on a combination of student performance measures developed for each course. Student achievement of course objectives is usually assessed through the use of multiple performance measures. For example, a combination of several of the following assessment methods is common: examinations, class participation, written assignments and exercises, research papers, or term projects. Other methods, depending on course content and objectives, may include in-class small-group exercises, oral presentations, field-based projects and field experiences, or case study presentations.

Handling of Late Submissions
All assignments must be submitted or completed on the dates specified in this syllabus. In the event that a student cannot attend class, cannot submit an assignment, or cannot deliver a presentation on its due date, it is the student’s responsibility to discuss the situation with the instructor—preferably in advance. There will be a penalty for work turned in after the assigned date, and this will be applied at the discretion of the instructor. Borderline grades will be decided (up or down) on the basis of class contributions and participation throughout the semester. Make-up opportunities are not automatically given. However, a make-up opportunity may be given at the discretion of the instructor, if the instructor believes such an opportunity is necessary.

*How to contact me outside of class
Send an email to ysoe@indiana.edu. I will check my email daily and will respond to messages when I read them.
Schedule of Classes

This schedule may change due to the progress of the class or unforeseen circumstances. Any changes will be announced in class. Readings should be completed before the class for which they are assigned.

Part I. Overview & Conceptual Understanding

Session 1
Tuesday, May 13
This will be the first day of the class. I will describe the course objectives and the content of the upcoming sessions. Assignments and the due dates for each assignment will be explained in detail.

Session 2
Thursday, May 15
This will be an overview/survey of social media and information use and a framework for the analysis of networked media. Please prepare 2-3 key questions for this session.
Readings:
Reports on social media published from PewResearchCenter (available in PDF through Canvas)

Session 3
Tuesday, May 20
This will be the framework for the analysis of networked media, user behavior, and the adoption process. Please prepare 3 key questions for this session.
Readings:

Part II. Social Media Use in Organizations

Session 4
Thursday, May 22
This session will focus on social media use in government organizations. Please prepare 2 key questions and find a case for this session (email me before the class).
Activities: Present a case analysis
Readings:


Explore: http://regulationroom.org/


Explore: http://www.howto.gov/social-media

Session 5
Tuesday, May 27
This session will focus on media organizations and libraries. Please prepare 2 key questions and find a case for this session (email me before the class).
Activities: Present a case analysis
Readings:


Session 6
Thursday, May 29
This session will focus on libraries (continued) and museums. Please prepare 2 key questions and find a case for this session (email me before the class).
Activities: Present a case analysis
Readings:


[Recommended]

Session 7
Tuesday, June 3
This session will focus on non-profits and healthcare organizations. Please prepare 2 key questions and find a case for this session (email me before the class).
Assignment: Critical Case Review is Due.
Activities: Present a case analysis
Readings:


[Recommended]


Harris, J. K., Muller, N. L., Snider, D., & Haire-Joshu, D. (2013). Local health department use of twitter to disseminate diabetes information, United States. Preventing Chronic Disease, 10.


Session 8
Thursday, June 5
This session will focus on in-crisis and disaster management and education. Please prepare 2 key questions and find a case for this session (email me before the class).
Activities: Present a case analysis
Readings:


Part III. Issues to Think About
(Media literacy, privacy, too much information, permanence concerns, future of social media)

Session 9
Tuesday, June 10
Discussion of issues.
Please prepare 2-3 key questions.
Readings:


**Session 10**
Thursday, June 12
Discussion of issues (continued)
Please prepare 1 key questions.
Activities: Peer reviews of the final project.
Readings:

Rainie, L., & Wellman, B. (2012). *Networked*. Cambridge, MA: Massachusetts Institute of Technology. [Chapter 9]


Personnel Today. (September 15, 2011). Social media background checks a minefield for recruiters. personneltoday.com

**Session 11**
Tuesday, June 17
Discussion of issues (continued)
Please prepare 2-3 key questions.
Readings:


**Session 12**
Thursday, June 19
This will be the last day of class.
**Assignment: Final project is due.**
Activities: Final projects will be presented on this date.