

Introduction to Social Media

COURSE DESCRIPTION

Introduction to Social Media

Have a Facebook account? What about Twitter? Whether you've already dipped your toes in the waters of social media or are still standing on the shore wondering what to make of it all, learning how to interact on various social media platforms is crucial in order to survive and thrive in this age of digital communication. In this course, you'll learn the ins and outs of social media platforms such as Facebook, Twitter, Pinterest, Google+, and more. You'll also discover other types of social media you may not have been aware of and how to use them for your benefit—personally, academically, and eventually professionally as well. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways.

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE OUTLINE

Unit 1 – Part 1: Social Media Past & Present

Think social media is all about posting status updates on Facebook? Think again. Although Facebook was one of the first social media networks and remains one of the most popular and influential platforms, it doesn't define the field. Social media has evolved into a channel for personal and professional communication and has grown to encompass several solid platforms and tools. In this unit, you will learn about the evolution of social media, discover how it has changed and expanded, and perhaps most importantly, explore how it affects our lives and our livelihoods—both positively and negatively.

Learning Objectives

- Clearly define social media.
- Communicate a solid understanding of social media and how it has changed over time.
- Identify various types of social media.
- Identify the basic uses of social media.
- Discuss the positive and negative influences of social media on individuals, businesses, and society as a whole.

Activities

Unit 1 – Part 1 Text Questions	Homework	10 points
Unit 1 – Part 1 Online Lab Questions	Homework	10 points
Unit 1 – Part 1 Discussion 1	Discussion	5 points
Unit 1 – Part 1 Discussion 2	Discussion	5 points
Unit 1 – Part 1 Quiz	Quiz	15 points

Unit 1 – Part 2: Two Social Media Giants: Facebook and Twitter

When someone mentions social media, what are the very first things that come to mind? If you’re like most people, visions of your Facebook Timeline or Twitter home page are probably the first to arise. As you learned in the last unit, Facebook and Twitter aren’t the only social media platforms on the World Wide Web, but they are the most widely known. In this unit, you’ll learn about the roles these platforms play in our personal, academic, and professional lives. You will also learn how to use each safely and effectively to achieve your individual goals.

Learning Objectives

- Discuss how Facebook and Twitter have evolved.
- Identify the uses of Facebook and Twitter in personal, academic, and professional realms.
- Identify and use security features for each platform.
- Identify strategies for achieving academic and professional goals using Facebook and Twitter.

Activities

Unit 1 – Part 2 Text Questions	Homework	10 points
Unit 1 – Part 2 Lab Questions	Homework	10 points
Unit 1 – Part 2 Discussion 1	Discussion	5 points
Unit 1 – Part 2 Discussion 2	Discussion	5 points
Unit 1 – Part 2 Quiz	Quiz	15 points

Unit 2: Social Media Rising Stars: LinkedIn, Google+, and Pinterest

Although you may or may not be aware of it yet, a social media revolution is taking place right before your very eyes, and there are some new players in town. For a while now, the world of social media has been, to a large extent, dominated by the two social media giants that we discussed in the last unit—Facebook and Twitter. Although these are currently still the most widely known and populated social media networks, they are being forced to make room for some rising stars in the social space, namely LinkedIn, Google+, and Pinterest. Heard of them? If not, rest assured that it won't be long before they become common household and workplace names like their predecessors. In this unit, we'll be discussing each of these rising stars in detail along with the roles they each play and strategies for leveraging them effectively.

Learning Objectives

- Discuss how LinkedIn, Google+, and Pinterest have evolved.
- Identify the uses of LinkedIn, Google+, and Pinterest in personal, academic, and professional realms.
- Identify and apply appropriate use guidelines and security features for each network.
- Identify strategies for achieving academic and professional goals using each platform.

Activities

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Discussion 1	Discussion	5 points
Unit 2 Discussion 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points

Unit 3: The Outcasts of Social Media: Blogs, Videos, Wikis, and More

When most people think of social media, they immediately recall social media platforms such as Facebook, Twitter—and to a lesser extent, LinkedIn, Google+, and Pinterest, but these sites aren’t the only types of social media at work on the worldwide web. If you’ll recall from Unit One, we defined social media as “any online conduit for communicating with companions or associates.” We also identified some other types of social media including blogs, video, podcasts, photo sharing, wikis, and forums, and briefly touched on the key characteristics of each. In this unit, we’ll delve more deeply into some of these “outcasts” of social media, discussing their prevalence, applications, and impact.

Learning Objectives

- Identify various types of social media outcasts.
- Discuss the history and evolution of each social media outcast.
- Identify some of the ways each social media outcast is used.
- Identify strategies for implementing each social media outcast.
- Discuss the overall impact the social media outcasts have had on academics, professions, and society in general.

Activities

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Discussion 1	Discussion	5 points
Unit 3 Discussion 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

Unit 4: The “Social” of Social Media: How Social Media Can Be Used for Interpersonal Communication

There’s no denying the fact that social media has changed the way we communicate with one another. For instance, when was the last time you brought a tangible photo album over to a friend’s house to show off some new pictures? It’s probably been quite a while ago if ever, right? This once commonplace activity has been replaced by virtual sharing via social media platforms. Photos aren’t the only things we’re sharing online, though. Status updates, videos, articles we’ve read—these are all things that we can now broadcast to the world with the click of a button. Does this ease of use make for better interpersonal communication, or is social media ruining the natural way we humans have communicated with each other for centuries? Big questions deserve big answers. Let’s dig in.

Learning Objectives

- Identify the social media platforms best suited for interpersonal communication versus academic or professional communications.
- Compare and contrast social media platforms in terms of their interpersonal applications.
- Effectively utilize the features of Facebook and Twitter designed for interpersonal communication.
- Analyze the effects of Smartphone usage on our social media interactions.
- Evaluate the pros and cons of using social media networks for interpersonal communication.
- Analyze and evaluate one’s own social media use.
- Identify and apply safety guidelines when communicating on social media platforms.

Activities

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Discussion 1	Discussion	5 points
Unit 4 Discussion 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points

Unit 4: The “Social” of Social Media: How Social Media Can Be Used for Interpersonal Communication (Continued)

Midterm Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Midterm Exam Activities

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

Unit 5 – Part 1: Social Media and Marketing (Part I)

In the last unit, “The Social of Social Media: How Social Media Can Be Used for Interpersonal Communication,” we talked about how the two major players in the field of social media—Facebook and Twitter—can be used for keeping up with friends and relatives. In this unit, we’ll look at how businesses are using these and other social media tools to gain exposure and enhance their bottom lines.

Learning Objectives

- Discuss the evolving role of social media in the marketing industry.
- Identify and evaluate various social media marketing strategies.
- Compare and contrast social media marketing strategies in terms of their effectiveness.
- Determine which social media marketing strategies are best suited for different types of businesses.
- Identify ways in which social media has changed the marketing field.
- Make predictions regarding the role social media marketing will play in the future.

Activities

Unit 5 – Part 1 Text Questions	Homework	10 points
Unit 5 – Part 1 Online Lab Questions	Homework	10 points
Unit 5 – Part 1 Discussion 1	Discussion	5 points
Unit 5 – Part 1 Discussion 2	Discussion	5 points
Unit 5 – Part 1 Quiz	Quiz	15 points

Unit 5 – Part 2: Social Media and Marketing (Part II)

In the last unit, we discussed the role social media plays in marketing. We looked at how several popular brands have leveraged social media to gain exposure and attract new customers. In this unit, you will have the opportunity to experiment with the same social media strategies Fortune 500 companies are currently using. You will develop a product concept as well as a well thought-out strategy for marketing this product via the social media tools and platforms we’ve examined in this course.

Learning Objectives

- Develop a product concept for marketing purposes.
- Develop a blogging strategy for marketing the product concept.
- Develop a Facebook campaign for the product concept.
- Develop a Twitter campaign for the product concept.
- Develop a Pinterest strategy for the product concept.

Activities

Unit 5 – Part 2 Text Questions	Homework	10 points
Unit 5 – Part 2 Online Lab Questions	Homework	10 points
Unit 5 – Part 2 Discussion 1	Discussion	5 points
Unit 5 – Part 2 Discussion 2	Discussion	5 points
Unit 5 – Part 2 Quiz	Quiz	15 points

Unit 6: Social Media and Academics

In the last unit, we discussed how social media can be used by businesses to gain exposure and even increase revenue for their companies. You don't have to own a business or a website to benefit from the social media revolution, however. In this unit, we'll discuss how you can begin to use social media right now in order to increase your academic standing and prepare yourself for your future career.

Learning Objectives

- Use social media to create a personal online-learning environment.
- Compare and contrast social media tools in terms of their value for academic pursuits.
- Use Twitter to follow academic experts and learn about current trends in a given field of study.
- Develop a classroom Facebook page to collaborate with fellow students.
- Develop criteria to evaluate YouTube videos for their educational value.
- Create an online study group using Google Groups.
- Evaluate the academic usefulness of LinkedIn Groups and LinkedIn Answers.

Activities

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Discussion 1	Discussion	5 points
Unit 6 Discussion 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points

Unit 7: Social Media and the Workforce (Part I)

In our last unit, we discussed how to use social media to your benefit during the course of your academic career. Social media can prepare you for the workforce as your academic career winds down and your professional career begins. In this unit, we will discuss the role social media has in the workforce and how you can use social media to jumpstart your career.

Learning Objectives

- Understand the importance of networking with professionals via social networks.
- Use social media to find job leads.
- Understand and implement techniques for securing a job via social media.
- Compare and contrast both sides of the debate of whether you should or should not “friend” a client on non-professional social networks such as Facebook and Google+.
- Use social media to collaborate with colleagues.
- Use social media to keep abreast of the latest trends in your industry.

Activities

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	10 points
Unit 7 Discussion 1	Discussion	5 points
Unit 7 Discussion 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points

Unit 8: Social Media and the Workforce (Part II)

In recent years, social media has transformed the workplace. From finding jobs, networking with colleagues, and marketing products, social media has become an integral part of becoming and remaining employed in today's global marketplace. In the last unit, we talked about how you can use social media to network, land a job, and remain knowledgeable about your chosen industry. In this unit, we'll discuss the importance of building a personal brand for yourself as a professional in your field. We'll also discuss specific strategies for using social media to brand and market yourself.

Learning Objectives

- Discuss the importance of building an online personal brand.
- Identify the advantages of having a professional online presence in today's global marketplace.
- Develop a professional persona based on skills, interests, and future career goals.
- Develop a personal blog for the purposes of branding.
- Develop a professional presence on social media platforms such as LinkedIn, Twitter, and Facebook.
- Manage your online reputation.

Activities

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	10 points
Unit 8 Discussion 1	Discussion	5 points
Unit 8 Discussion 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points

Unit 8: Social Media and the Workforce (Part II) (Continued)

Final Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.
(Note: You will be able to open this exam only one time.)

Final Exam Activities

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century