



Social Sciences

Communication, Popular Culture & Film

**Course Number: COMM 2P91**  
**Term/Year/Duration: Fall 2016 D1**  
**Course Title: Social Media: Reading and Writing in New Spaces**

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**Liaison Librarian:** Laurie Morrison | [lmorrison@brocku.ca](mailto:lmorrison@brocku.ca)

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#### Times and Locations:

Lectures are on Thursdays from 12 noon -2:00 pm, AS216, beginning September 8<sup>th</sup>.

Seminars (begin the week of September 12<sup>th</sup>):

- Mondays (Section 1): 12:00-1:00 pm in TH 307 - with William
- Tuesdays (Section 2): 8:00-9:00 am in TH 307 - with William
- Wednesdays (Section 3): 12:00-1:00pm in TH 307 - with William
- Wednesdays (Section 4): 9:00-10:00 am in TH 307 - with Karen

Office hours occur from 2:00-3:00 pm on Thursdays after lecture. The first 15 minutes are available on a "first come first serve basis" after class and from 2:15 onwards, priority will be given to students who request a meeting by email in advance. Appointments can also be requested for other times.

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#### Course Calendar Description:

Theory, philosophy and politics of Social Media as a communicative mode. Topics include critical theory in a Social Media context, changing perceptions of reader narrative, and Social Media compared with other electronic textuality.

#### Course Prerequisites (if any):

Prerequisite(s): one of [COMM 1F90](#), CPCF 1F25, [PCUL 1F92](#), [IASC 1F01](#) (1F00) or permission of the instructor.

#### Learning Objectives/Outcomes:

The learning objectives for this course are for students to:

1. Develop their abilities to contextualize the production and reception of social media
2. Gain an introduction to *critical theory* in relation to social media
3. Develop exposure to scholarly debates concerning *participatory* and *commodified* cultures online

4. Establish an understanding of concepts relevant to social media, such as gift culture, engagement, appraisal of the residual, audiences and communities, social movements and networks, narrative and transnational spread.
5. Demonstrate introductory level hypertext markup language (HTML) and audio-visual media production skills
6. Develop applied communication skills through written assignments as well as through group work, and online class forums

**Required Readings or Texts:**

The textbook is:

- Jenkins, H., Ford, S. and Green, J. (2013). *Spreadable Media: Creating Value and Meaning in a Networked Culture*. New York: New York University Press.

In addition to the textbook, required readings and screenings are assigned in the week-to-week course schedule. You should also expect to be familiar with materials including videos, podcasts, or texts that were utilized within lecture or seminar or that were assigned in relation to assignments.

Students are expected to have completed these readings prior to each week’s lecture. At times, it may be necessary to bring copies to lecture or seminar.

**Course Communications:**

Essential course information will be shared in class, via Sakai and by Brock email. Twitter will also be used to create a class-convended conversation (#COMM2P91). Questions that are of interest to the entire class should be communicated through Sakai. Email should be used for individual issues and the instructor will attempt to reply within 2 business days. In-depth questions need to be addressed through office hours, or an individual appointment.

**Updates:**

If there are errors or omissions on this syllabus the class will be notified.

**Equipment:**

Students may need to use equipment for this course (i.e., a computers, video editing or other software, a phone or camera capable taking video). Options for using university equipment or borrowing devices will be provided. Students who are utilizing university resources may need to plan in advance to ensure access to needed resources.

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**Evaluation Components and Due Dates**

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Assignments and evaluation components of the course will be discussed in class and more detailed guidelines will be posted to Sakai.

<b>Evaluation Component</b>	<b>Grade Weight</b>	<b>Due Date</b>
• Meme Making	5.0%	Thursday, September 15
• Test	10.0%	Thursday, October 6
• Social Media Content Analysis Report (Individual)	20.0%	Thursday, November 3
• Social Media Content Prototype, and Report (Group)	25.0%	Thursday, November 24

Evaluation Component	Grade Weight	Due Date
<ul style="list-style-type: none"> <li>Seminar Participation Report (this includes inclusion your best 3 seminar assignments, your attendance and active engagement)</li> </ul>	15.0%	Thursday, December 1
<ul style="list-style-type: none"> <li>Final Exam</li> </ul>	25.0%	
<b>TOTAL</b>	<b>100.0%</b>	

### Assignment Submission Instructions

Please refer to each assignment's handout for instructions on electronic and/or hard copy submission.

Students are expected to follow both assignment instructions and the CCPF departmental guidelines for essays when handing in written work (see: <http://www.brocku.ca/social-sciences/departments-and-centres/cpcf/student-success/essay-style-guidelines>).

### Late Submission Policy:

Assignments are due at the start of lecture and no later than 12:15 pm, unless the assignment instructions specify otherwise.

Late work will receive a grade of "0" unless one of the following circumstances applies:

- The late work is accompanied by medical documentation that aligns with the delay in submitting the assignment. See Medical Exemption Policy and the medical health certificate at <http://www.brocku.ca/health-services/policies/exemption>
- The student requires an accessibility accommodation which is documented through Student Accessibility Services at Brock
- The student can demonstrate extenuating, or emergency level circumstances for failing to submit work that will be evaluated solely at the instructor's discretion

Students with extenuating or emergency circumstances *before* a deadline, should contact the instructor as soon as possible, to request an extension. Students may also contact the instructor *after* the deadline if an extraordinary or emergency level situation prevented them from submitting their assignment. The instructor will assess each situation on a case-by-case basis and accept work when there is a compelling reason to justify late submission. Please note that students may be asked to provide evidence or documentation to support the instructor's discretionary decision about whether to accept late work.

### Relationship between attendance and grades:

Students are expected to attend lecture and seminar. Attendance is tracked in seminar only and will factor into the grade for the Seminar Participation Report. Being late, leaving early, or missing seminar twice over the semester will negatively impact your participation grade.

Students who need to miss lecture or seminar for reasons consistent with accessibility, medical or religious exemption purposes can consult with their instructor or TA for accommodations.

**Important dates:** (check the section on sessional or important dates in the relevant online University calendar at <http://brocku.ca/webcal/>)

*November 8* is the date for withdrawal from the course without academic penalty.

*November 1* is the date you will be notified of 15% of your course grade.

*October 10-14* is Thanksgiving and the scheduled reading week.

*No dates* are set aside as makeup days due to holidays. Please consult with the instructor at the beginning of the term if you require accommodation to arrange makeup dates.

*Dec 7-8* are set aside for designated reading days (these may be used to cover classes missed because of adverse weather).

*Dec 9-20* are set aside for formal examination periods.

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## Academic Policies

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### **Academic Integrity:**

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Polices" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

Please see the CPCF in-depth statement on Academic Integrity at the end of this syllabus. Each student in COMM 2P91 will be expected to submit a signed copy of the CPCF Pledge of Academic Integrity before work will be graded and returned (see: [http://www.brocku.ca/webfm\\_send/4333](http://www.brocku.ca/webfm_send/4333) or the copy at the end of this document).

### **Academic Accommodation:**

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Services for Students with Disabilities in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

### **Academic Accommodation due to Religious Obligations:**

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

### **Medical Exemption Policy:**

The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. The Medical Certificate can be found at: <http://www.brocku.ca/health-services/policies/exemption>

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**Week-to-Week Lecture Schedule**


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Week	Focus and activities/assessments	Weekly schedule
1 - Thursday Sept. 8	Introduction to the course	
2 - Thursday Sept. 15	Introduction to Social Media  Due: <i>Meme Maker Assignment (5%)</i>	<ul style="list-style-type: none"> <li>• Fuchs, C. What is a Critical Introduction to Social Media? In <i>Social Media: A Critical Introduction</i>. (pp. 1-27) London, UK: Sage <ul style="list-style-type: none"> <li>◦ Available online: <a href="http://fuchs.uti.at/wp-content/introductionSocMedia.pdf">http://fuchs.uti.at/wp-content/introductionSocMedia.pdf</a></li> </ul> </li> <li>• O'Reilly, T. (2012). What is Web 2.0. In Ed. M. Mandiberg <i>The Social Media Reader</i>. (pp. 32-52). New York, NY: NYU Press. <ul style="list-style-type: none"> <li>◦ Available online: <a href="https://ia802603.us.archive.org/35/items/TheSocialMediaReader/Mandiberg-theSocialMediaReader-cc-by-sa-nc.pdf">https://ia802603.us.archive.org/35/items/TheSocialMediaReader/Mandiberg-theSocialMediaReader-cc-by-sa-nc.pdf</a></li> </ul> </li> </ul>
3 - Thursday Sept. 22	Spreadable Media  Guest Presentation: <i>Cate Talaue, Social Media, Brock Marketing &amp; Communications</i>	<ul style="list-style-type: none"> <li>• Spreadable Media <ul style="list-style-type: none"> <li>◦ How to Read this Book (p. ix-xv)</li> <li>◦ Introduction: Why Media Spread (p. 1-46)</li> </ul> </li> <li>• Kerpen, C. (2013, July 25). Is Social Media a Career? <i>Forbes</i> (blog). Retrieved from: <a href="http://www.forbes.com/sites/carriekerpen/2013/07/25/is-social-media-a-career/#76c2200eb1d7">http://www.forbes.com/sites/carriekerpen/2013/07/25/is-social-media-a-career/#76c2200eb1d7</a></li> </ul>
4 - Thursday Sept. 29	Gift Culture	<ul style="list-style-type: none"> <li>• Spreadable Media <ul style="list-style-type: none"> <li>◦ Where Web 2.0 Went Wrong (Ch. 1, pg. 47-84)</li> </ul> </li> <li>• Benkler, Y. (2012). Sharing Nicely: On Shareable Goods and the Emergence of Sharing as a Mode of Economic Production. In Ed. M. Mandiberg <i>The Social Media Reader</i>. (pp. 17-23). New York, NY: NYU Press. <ul style="list-style-type: none"> <li>◦ Available online: <a href="https://ia802603.us.archive.org/35/items/TheSocialMediaReader/Mandiberg-theSocialMediaReader-cc-by-sa-nc.pdf">https://ia802603.us.archive.org/35/items/TheSocialMediaReader/Mandiberg-theSocialMediaReader-cc-by-sa-nc.pdf</a></li> </ul> </li> </ul>
5 - Thursday Oct. 6	Social Media Appraisal and Audits  <i>Test (during lecture time slot 10%)</i>	<ul style="list-style-type: none"> <li>• Spreadable Media <ul style="list-style-type: none"> <li>◦ Reappraisal of the Residual (Ch. 2, p 85-112)</li> </ul> </li> <li>• Queensbury, K. A. (2015, 18 Nov). Conducting a Social Media Audit. <i>Harvard Business Review</i>. Retrieved online: <a href="https://hbr.org/2015/11/conducting-a-social-media-audit">https://hbr.org/2015/11/conducting-a-social-media-audit</a></li> </ul>
Thursday Oct. 13	No classes reading week	

<p>6 - Thursday Oct. 20</p>	<p>A Scholarly Introduction to Snapchat and Related Practices</p>	<ul style="list-style-type: none"> <li>• Bayer, J. B., Ellison, N. Bayer, J. B., Schoenebeck, S. Y., &amp; Falk, E. B. (2016). Sharing the small moments: ephemeral social interaction on Snapchat. <i>Information, Communication &amp; Society</i>, 19(7), 956-977. <ul style="list-style-type: none"> <li>○ See Sakai</li> </ul> </li> <li>• Hjorth, L., &amp; Hendry, N. (2015). A snapshot of social media: Camera phone practices. <i>Social Media+ Society</i>, 1(1), 1-3. <ul style="list-style-type: none"> <li>○ Available online: <a href="http://sms.sagepub.com/content/1/1/2056305115580478.full.pdf+html">http://sms.sagepub.com/content/1/1/2056305115580478.full.pdf+html</a></li> </ul> </li> <li>• Frosh, P. (2015). The Gestural Image: The Selfie, Photography Theory, and Kinesthetic Sociability. <i>International journal of communication</i>, 9 (22), 1607-1628. <ul style="list-style-type: none"> <li>○ Available online: <a href="http://ijoc.org/index.php/ijoc/article/download/3146/1388">http://ijoc.org/index.php/ijoc/article/download/3146/1388</a></li> </ul> </li> </ul>
<p>7 - Thursday Oct. 27</p>	<p>Social Media and Engagement</p>	<ul style="list-style-type: none"> <li>• Spreadable Media <ul style="list-style-type: none"> <li>○ The Value of Media Engagement (Ch. 3, p. 113-152)</li> </ul> </li> <li>• Dunham, K. (2014, 27 May). The Beginner's Guide to Social Media Metrics: Engagement. Retrieved online: <a href="https://blog.hootsuite.com/beginners-guide-engagement/">https://blog.hootsuite.com/beginners-guide-engagement/</a></li> <li>• Rosen, J. (2012). The People Formerly Known as the Audience. In Ed. M. Mandiberg <i>The Social Media Reader</i>. (pp. 13-16). New York, NY: NYU Press. <ul style="list-style-type: none"> <li>○ Available online: <a href="https://ia802603.us.archive.org/35/items/TheSocialMediaReader/Mandiberg-theSocialMediaReader-cc-by-sa-nc.pdf">https://ia802603.us.archive.org/35/items/TheSocialMediaReader/Mandiberg-theSocialMediaReader-cc-by-sa-nc.pdf</a></li> </ul> </li> </ul>
<p>8 - Thursday Nov. 3</p>	<p>Content Strategy and Design  <i>Due: Social Media Content Analysis Report (20%)</i></p>	<ul style="list-style-type: none"> <li>• Spreadable Media <ul style="list-style-type: none"> <li>○ Designing for Spreadability (Ch. 5, p 195-228)</li> </ul> </li> <li>• Soha, M., &amp; McDowell, Z. J. (2016). Monetizing a Meme: YouTube, Content ID, and the Harlem Shake. <i>Social Media+ Society</i>, 2(1), 1-12. <ul style="list-style-type: none"> <li>○ Available online: <a href="http://sms.sagepub.com/content/2/1/2056305115623801.full.pdf+html">http://sms.sagepub.com/content/2/1/2056305115623801.full.pdf+html</a></li> </ul> </li> <li>• Berkley University. (n.d.). Storyboarding. Available online: <a href="https://multimedia.journalism.berkeley.edu/tutorials/starttofinish-storyboarding/">https://multimedia.journalism.berkeley.edu/tutorials/starttofinish-storyboarding/</a></li> </ul>
<p>9 - Thursday Nov. 10</p>	<p>Social Media and Participation</p>	<ul style="list-style-type: none"> <li>• Spreadable Media <ul style="list-style-type: none"> <li>○ What Constitutes Meaningful Participation (Ch. 4, pg. 153-193)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Obar, J. A. (2014). Canadian advocacy 2.0: An analysis of social media adoption and perceived affordances by advocacy groups looking to advance activism in Canada. <i>Canadian Journal of communication</i>, 39(2), 211-233. <ul style="list-style-type: none"> <li>◦ Available online: <a href="http://cjc-online.ca/index.php/journal/article/view/2678/2642">http://cjc-online.ca/index.php/journal/article/view/2678/2642</a></li> </ul> </li> </ul>
10 - Thursday Nov. 17	Independent Social Media	<ul style="list-style-type: none"> <li>• Spreadable Media <ul style="list-style-type: none"> <li>◦ Courting Supporters for Independent Media (Ch. 6, p 229-258)</li> </ul> </li> <li>• Tupper, J. (2014). Social media and the Idle No More movement: Citizenship, activism and dissent in Canada. <i>JSSE-Journal of Social Science Education</i>, 13(4), 87-94. <ul style="list-style-type: none"> <li>◦ Available online: <a href="http://jsse.org/index.php/jsse/article/view/1354">http://jsse.org/index.php/jsse/article/view/1354</a></li> </ul> </li> </ul>
11 - Thursday Nov. 24	Transnational Applications  <i>Due: Social Media Content Prototype and Report (25%)</i>	<ul style="list-style-type: none"> <li>• Spreadable Media <ul style="list-style-type: none"> <li>◦ Thinking Transnationally (Ch. 7, p 259-291)</li> </ul> </li> <li>• Jacobson, J., &amp; Mascaro, C. (2016). Movember: Twitter Conversations of a Hairy Social Movement. <i>Social Media+ Society</i>, 2(2), 1-12. <ul style="list-style-type: none"> <li>◦ Available online: <a href="http://sms.sagepub.com/content/2/2/2056305116637103.full.pdf+html">http://sms.sagepub.com/content/2/2/2056305116637103.full.pdf+html</a></li> </ul> </li> </ul>
12 - Thursday Dec. 1	Exam Review  <i>Due: Seminar Participation Report (15%)</i>	<ul style="list-style-type: none"> <li>• Spreadable Media <ul style="list-style-type: none"> <li>◦ Conclusion (p. 291-306)</li> </ul> </li> </ul>

# Department of Communication, Popular Culture and Film

## Pledge of Academic Integrity [Adapted for COMM 2P91]

Please read the following statement, sign it, and submit. Your assignments will not be graded unless this form is attached or received earlier in the term.

I, the undersigned, understand that all the following practices constitute academic misconduct according to Brock University's policy on academic misconduct and general academic practice:

- Quoting someone else's words without using quotation marks
- Quoting someone else's words without acknowledging the source
- Using someone else's ideas in my own words without acknowledging the source
- Using someone else's argument in my own words without acknowledging the source
- Fabricating data or sources of information for an assignment, bibliography or list of works cited
- Having or employing someone else to write all or part of my assignment, or do all or some of the preparatory work for me. There are two exceptions to this rule: I may have or employ someone to type the final assignment make editorial comments. However, I take full responsibility for any errors introduced by a typist or editor
- Allowing another student to use material from my assignment when drafting his or her own assignment
- Writing all or part of an assignment for another student, or doing all or some of the preparatory work for him or her. Such preparatory work includes (but is not limited to) reading and note-taking from required books and articles.
- Submitting any work for credit in two or more courses

I confirm that I have not committed any form of academic misconduct for COMM 2P26 and will uphold academic integrity throughout the course.

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

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