Dr. Reynol Junco   **Office Hours:**
Office: 104 Russell Hall   **TBD**
Phone: 484-2926
Email: rjunco@lhup.edu

Introduction

This course will provide an overview of the role of social media (such as blogs, Facebook, Twitter, youTube, etc.) in higher education. We will use a research-based focus to explore issues such as the relationship between technology use and psychosocial and educational outcomes, digital inequalities in technology use, information quality (including information overload), and issues of civil discourse. With the professor's guidance, students will explore quantitative research on how technology can aid and detract from the college experience with the ultimate goal of being able to describe, design, and evaluate strategies for effective uses of social media in a higher education setting. Students will be expected to challenge each other and the professor based on their critical examinations of course readings, interpersonal, and intrapersonal reflection. Furthermore, students will engage in a hands-on approach and use social media in order to communicate with each other and participate in online communities of practice.

Expected Outcomes:

1. Students will be able to describe, and give examples of social media.
2. Students will be able to cite research in order to describe the benefits and pitfalls of social media use for college students.
3. Students will evaluate, analyze, and synthesize research on using social media in order to develop effective methods of evaluating emerging technologies.
4. Students will be able to provide specific recommendations for higher education faculty and staff in order to use social media in educationally-relevant ways.
5. Students will actively engage and collaborate in order to strengthen each other's work.
6. Students will engage with online communities of educational practice.
7. Students will write a literature review that will serve as a starting point for a research study.

Readings

There is no required textbook for this course. Weekly required readings will be available online. While I will provide required readings, I expect that you will move beyond the reading list and seek and read further material in order to strengthen your arguments.

Suggested Text

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: APA
- This book is available at the reference desk in the Stevenson Library. Beware that Information from the APA manual is typically not published on the Internet.

Note: I realize that there is a newer (2010) version of the APA manual. I will not be using the 2010 version because of the errors contained in the original version of the manual and the subsequent refusal of APA to offer corrections. While they have corrected the errors and developed a replacement strategy for those who bought the original version, their behavior and communications in the interim have left me feeling disillusioned with their handling of the matter and unwilling to support their work. As a scholar in the field of the Internet and higher education, you will encounter different requirements from journals as to formatting; therefore, my focus will be to choose one style (APA, 2001) and have you adhere to it. I will provide an APA-style template for your paper upon request.

Prerequisites

Students taking this course should have a command of basic research and statistics skills enough to be able to critically evaluate quantitative research studies. Furthermore, students are expected to have a minimum level of technological skill that includes the ability to create accounts on social media websites and services, posting blogs, and interacting in online communities. Due to time limitations, the professor cannot provide technological assistance for students taking this course. Lastly, students are expected to have a minimum level of writing skills, which includes the ability to write clearly and concisely about complex research-based topics. If you do not meet the minimum prerequisites for this course, it is highly likely that you will struggle and earn a poor grade and are therefore advised to drop the course during the first week of the semester.

Reasonable Accommodations

Students with disabilities are encouraged to discuss requests for reasonable accommodations with the professor at the beginning of the semester. In order for accommodations to be provided, your disability must be verified by the Office for Disability Services, 104 Russell Hall, (570) 484-2926.

Grading

Assignment	Number	# points/each	Total
Online Discussions	10	1	10
Blog Posts	10	1	10
Whuffie	20	1	20
Research Paper Outline	1	10	10
Research Paper	1	40	40
Mendeley Library	1	10	10
Total			100

Grading Scale

Grade	Range	Grade	Range
A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D-	60-66
B-	80-82	E	59 and Below
C+	77-79		

Note: All work must be turned in/completed on time. Late assignments will not be accepted and will earn a grade of 0.

Course Requirements

1. **Social Media:** Before the second week of class, students must have created accounts on the course Forum (http://www.socialmediahied.com/forum, Twitter, Dropbox, youTube, Mendeley (http://www.mendeley.com/) and the course blog located at http://www.socialmediahied.com (please use the registration link: http://socialmediahied.com/wp-login.php?action=register). For each service, make sure you upload a picture of yourself and a short biography. We will use the DISQUS commenting system for the course blog which connects to your Twitter account.

2. **Forum Discussions**: Students are required to participate in 10 graded online discussions on the course Forum. These threaded discussions will focus on student's critical analyses of course readings. Students are expected to provide a critical and unique analysis of topics raised in the readings. The professor will guide these conversations by posting questions to

stimulate the discussion. In addition to one required introductory statement, you are required to post replies to the introductory statements of two other students. These replies should focus on helping your fellow classmates develop their ideas in preparation for writing their weekly blog post. Think of these discussions as a "Critical Thinking Sandbox" to help you and your colleagues develop better blog posts.

3. **Blog Posts**: Students are required to post 10 graded blog posts based on the previous week's reading materials and online discussion. These blog posts should be well-developed analyses of the readings. Each post must:
    a. Provide a synthesis of the information you learned from the previous week's reading material and online discussion
    b. Assess whether any recommendations can be made for the practice of higher education and if so, provide recommendations
    c. Propose at least one question that should be examined in future research

4. **Whuffie:** Whuffie is a term coined by Cory Doctorow in his science fiction novel, *Down and Out In the Magic Kingdom* and can be generally defined as social capital, or the resources one accrues through productive relationships with others. You can read more about Whuffie here: http://en.wikipedia.org/wiki/Whuffie - see also Tara Hunt's book *The Whuffie Factor* and Levine et al.'s *The Cluetrain Manifesto* (*http://www.cluetrain.com/#manifesto*) for insight into how businesses are encouraged to build Whuffie online. Students will be graded on how well they support their fellow students in the development of their ideas. You will earn points by providing thoughtful, sincere, and useful feedback in online discussions and on blog posts. Rote "I agree/disagree"-flavored feedback is not enough—given that this is a web-based course, you must elaborate in order for both your colleagues and the professor to be able to understand your reasoning. Furthermore, I expect that you will cooperate to enhance each other's research papers by providing productive comments on each other's outlines but also by behind-the-scenes support (reading drafts of papers, helping each other with technological glitches, helping to explain concepts in the readings, sharing readings and resources you've discovered, etc.).

5. **Research Paper Abstract and Outline:** The rough draft of your research paper abstract and outline is due on **Monday March 21, 2011 before 5pm**. The abstract/outline will be posted online so that your fellow classmates may provide you with constructive feedback in order to strengthen your paper. Your research question must be pre-approved by the professor. Please ask questions early and often about your intended topic.

6. **Research Paper:** The research paper must be at least 20 pages in length, not including the references (double spaced, 1" margins, Times New Roman 12 point font) and conform to APA style. I can provide you with an APA style template upon request. You must cite at least 15 references from peer-reviewed journals. Your research paper is due on **Monday May 2, 2011 before 5pm.** The paper will be in the form of a literature review for a specific research question. The paper should be of sufficient quality so that it can be published in a peer-reviewed journal (you will read plenty of articles from peer-reviewed journals throughout the semester and therefore will have a good sense of the level and type of writing). The professor can make his own research data available to you if you wish to extend your paper in order to submit it for publication after the end of the semester; alternatively, the professor can help guide you to collect your own data in order to extend the paper and publish at a later date.

7. **Mendeley Library:** Mendeley is a free research management tool that allows your to maintain a reference library that can be access via the web, desktop, or mobile clients. Mendeley also has social networking features so that you can connect with other like-minded researchers. During the first week of class, you will create a Mendeley account at http://www.mendeley.com and read the Getting Started guide (http://www.mendeley.com/getting-started/). You are required to index every paper that you

read for this course on Mendeley (which is rather easy if you have the .pdf document). Your grade for this assignment will be based on how thoroughly you have built a research library. Mendeley has a robust support team and questions will typically be answered within a few hours if you send a tweet (Twitter message) with the word "Mendeley" in it.

Academic Honesty

Any form of academic dishonesty will not be tolerated and will result in, at minimum, a grade of "E" for the class. See the Student Handbook for the University "Academic Honesty Policy and Procedure." There will also be no tolerance for plagiarism in your assignments. If you are reporting information that you learned from another source, that source must be cited and direct quotes must be placed in quotation marks and cited. Failure to do so will result in an "E" in the course and you will be reported for academic misconduct. Not understanding what constitutes plagiarism will not be accepted as an excuse for plagiarism.

Professor Expectations

I expect that you will dedicate the amount of time necessary in order to successfully complete the requirements of this course. In my estimation, you should be spending a minimum of ten hours per week on this class and I will judge your work accordingly. I expect that you will produce graduate-level work and I will assign points based on the quality (not quantity) of your work. In terms of Bloom's Taxonomy, I expect that after the first two weeks of class, almost all of your work should reflect levels 3-6 and after the fifth week should reflect levels 5 and 6. I have included a brief summary of the levels of Bloom's Taxonomy from http://www.officeport.com/edu/blooms.htm:

1. Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.
2. Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.
3. Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. Evaluation: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

Moreover, I expect that you will each work to achieve the goal of maintaining civil discourse online. This is not as easy as it may seem given our inherent inability to perceive tone in digital communications (for a good review, please see Junco & Chickering, 2010). I expect that you will challenge, support, and aid in each other's development in respectful ways. I also expect that you will challenge me as much as I will challenge you and as much as you will challenge each other. Ideally, we are all a part of this course working towards the same goal—expanding our knowledge about the material and pushing ourselves to think outside of our own comfort zones.

Lock Haven University Email Standard

Lock Haven University has instituted a policy whereby communications between students and faculty and staff must be conducted using the Lock Haven University email account (that is, your @lhup.edu account). Class information will be sent to you via email.

Course Schedule

Date	Week	Week #/Topic	Assignment
January	17-21	1: Introductions, setting up social media accounts	Discussion
	24-28	2: Introduction to social media	Discussion
February	1/31-2/4	3: Introduction to social media II	Discussion Blog
	7-11	4: Patterns of use	Discussion Blog
	14-18	5: Digital divide	Discussion Blog
	21-25	6: Psychosocial effects – the Bad	Discussion Blog
March	2/28-3/4	7: Psychosocial effects – the Good	Discussion
	7-11	8: Whuffie	Discussion Blog
	14-18	9: Spring Break	
	21-25	10: Research outline/abstract review	Discussion Outline/Abstract
April	3/28-4/1	11: Learning	Discussion Blog
	4-8	12: Learning Part II	Discussion Blog
	11-15	13: Privacy	Discussion Blog
	18-22	14: Information quality	Discussion Blog
	25-29	15: Research paper discussion	Discussion Blog
May	2-6	16: Research paper	Paper