MIS3538 – Social Media Innovation
Spring 2012, CRN 9276, Section 001
Thursday, 5:30 – 8:00pm, Alter Hall, Room 232

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

Instructor
Prof. Steven L. Johnson
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Director, Social Media Programs and Research, Fox School of Business
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Twitter: @stevenljohnson and more at: http://xeeme.com/StevenLJohnson/

Office Hours
Thursday, Speakman Hall 201C, 3:00pm to 5:00pm and by appointment
Tuesday, Ft. Washington Corporate Center (Room 9), 4:00pm to 5:45pm

Course Description
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 Social Media Presence

<table>
<thead>
<tr>
<th>Purpose</th>
<th>URL</th>
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<tbody>
<tr>
<td>Landing Page</td>
<td><a href="http://community.mis.temple.edu/social/">http://community.mis.temple.edu/social/</a></td>
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<tr>
<td>Instructor Class Blog</td>
<td><a href="http://community.mis.temple.edu/mis3538c/">http://community.mis.temple.edu/mis3538c/</a></td>
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<tr>
<td>Student Participation Hub</td>
<td><a href="http://community.mis.temple.edu/mis3538c2/">http://community.mis.temple.edu/mis3538c2/</a></td>
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<tr>
<td>Course Facebook Group</td>
<td><a href="http://www.facebook.com/pages/Prof-Johnsons-Social-Media-Innovation-Course/196550703742507">http://www.facebook.com/pages/Prof-Johnsons-Social-Media-Innovation-Course/196550703742507</a></td>
</tr>
<tr>
<td>Course Twitter Feed</td>
<td><a href="http://twitter.com/#!/tumis3538">http://twitter.com/#!/tumis3538</a></td>
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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.

Required Text
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 Temple library. The remainder are available for free on the web. Readings are posted on the Course Blog no later than Saturday morning for the following week. Students are responsible for carefully reading the assigned readings in advance of the following Wednesday class meeting.

The Learning Environment
Your contributions directly impact the value you and your fellow students gain from this course. To that end, you can contribute to a supportive learning environment by meeting these expectations:

• Arrive on time and stay until the end of class.
• Turn off cell phones, pagers and alarms while in class.
• Limit the use of electronic devices (e.g., laptop, tablet computer) to class-related usage such as taking notes. Restrict the use of an Internet connection (e.g., checking email, Internet browsing, sending instant messages) to before class, during class breaks, or after class.
• During class time speak to the entire class (or breakout group) and let each person “take their turn.”
• Be fully present and remain present for the entirety of each class meeting.

The learning environment extends beyond our weekly class meeting. In addition, you are expected to:

• Provide substantive comments on the class blog.
• Extend online discussions by reading and commenting on other students blog entries.
• Fulfill commitments to group members to successfully complete group projects.

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

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Social media innovation in action activities</td>
<td>40%</td>
</tr>
<tr>
<td>Group infographic project</td>
<td>20%</td>
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</tbody>
</table>
Each deliverable is described in more detail below. Grading is based on the following criteria:

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Grade</th>
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<tbody>
<tr>
<td>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.</td>
<td>A- or A</td>
</tr>
<tr>
<td>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.</td>
<td>B-, B, B+</td>
</tr>
<tr>
<td>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.</td>
<td>C-, C, C+</td>
</tr>
<tr>
<td>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.</td>
<td>Below C-</td>
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**Reading Quizzes**

In order to ensure that everyone arrives for class well prepared to have a fruitful discussion of the day’s topic, we will have a brief quiz each week on the assigned reading. The precise quiz format is dependent on how the netbook lab technology works and will be announced in class. It is most likely to be a short (3-5 question) timed multiple-choice quiz administered online with immediate feedback on correct and incorrect answers. Your 10 highest quiz scores will be used to assess the reading quiz portion of the class grade.

**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. All students are expected to be able to provide substantive contributions to class discussion.

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 and posting at least 2 substantive comments per week on the course blog.

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 1 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 for this course component is to pace your work, to push yourself to try out new things, and not to fall behind.

The majority of these activities relate to developing a personal course blog. This is a blog that you are responsible for and will be posting to at least 1-2 times per week. A critical success factor for this course is your topic selection for your blog. It is best to choose a topic that you are quite interested in. You do not need to be an expert in the topic, but it helpful to know at least enough to be aware of where useful resources are available for the topic. Also, there is a careful balance between making a topic too broad to be appealing to others yet broad enough that you will attract an audience and have plenty to say.

**Individual End of Semester Report**

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

1) A reflection on what you learned during through (a) class participation, (b) development of your blog, (c) your group project, and (d) 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 blog development. Include recommendations of at least three things you would do the same again and three things you would do differently in creating another blog 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 a successful infographic project are:
• the team will collaborative prepare the infographic (all team members substantively contribute),
• it includes at least 5-7 unique elements,
• it provide value over and above the data source(s),
• the end result is visually appealing,
• it includes the specified text block for crediting the group, course, and school,
• it correctly credits all sources, and
• the final submission is web-ready.

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

Citation Guidelines
When you use material created by others, you must identify the source and clearly differentiate your work from the material references. Failure to do so is plagiarism.

There are many acceptable formats that you may use to cite the work of others; in this class, the format is not as important as the intent. **This includes referencing pictures (photos, images, tables, or figures) in addition to text.** You must clearly distinguish your work from someone else’s work and, if necessary, the source of other’s work.

Late Assignment Policy
Unless otherwise stated, all assignments are due at the beginning of class (Wednesday, 5:30pm) on the day noted in the course schedule. An assignment is considered late if it is turned in after the assignment due date. Most assignments are submitted online, either via email at steven@temple.edu, through the Course Student Blog, or as otherwise assigned.

No late assignments will be accepted without penalty. All assignments will be assessed a 10% penalty (subtracted from that assignment’s score) each day late. No credit will be given for assignments turned in more than one week past the due date.

Plan ahead and backup your work. Equipment failure is not an acceptable reason for turning in an late assignment.
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.

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.

Special Needs and Accommodations

Any student with need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Student and Faculty Academic Rights and Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Academic Honesty


*Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.*

*Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.*
Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the university. The penalty varies with the nature of the offense, the individual instructor, the department, and the school or college.

Students who believe that they have been unfairly accused may appeal through the school or college's academic grievance procedure. See Grievances under Student Rights in this section.

Unethical behavior like this will not be tolerated in this class. In cases of cheating, both parties will be held equally responsible—both the student who shares the work and the student who copies the work. Penalties for such actions are given at my discretion and can range from no credit for an individual assignment to a failing grade for the entire course.

## Projected Schedule

This is a projected schedule.

- The topics and tools listed are likely to change slightly as guest speakers are scheduled.
- The project assignment due dates are highly unlikely to change.

Reading assignments for each class will be posted on the course instructor blog. You are responsible for checking the blog for reading assignments and for arriving at class well prepared to discuss those readings.

Unless otherwise stated, all assignments are due at the beginning of class (Thursday, 5:30pm) on the day noted in the course schedule.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Tools</th>
<th>Project Assignments</th>
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</thead>
<tbody>
<tr>
<td><strong>Getting Started</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Wk 1: 1/19</td>
<td>The Quest for social media innovation</td>
<td>WordPress</td>
<td>Individual: Start Date for Quest Group: Start forming groups of 2-5</td>
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<tr>
<td><strong>Online Identity</strong></td>
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<tr>
<td>Wk 2: 1/26</td>
<td>What is social media? Why should I care?</td>
<td>Wikis</td>
<td>Start Date for Individual Presentations</td>
</tr>
<tr>
<td>Wk 3: 2/2</td>
<td>On writing well for the web</td>
<td>LinkedIn, Facebook, WordPress &amp; Google Analytics Configuration</td>
<td>Group: Deadline to create wiki entry with group name, composition, proposed topic</td>
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<tr>
<td>Wk 4: 2/9</td>
<td>Engagement: here we are now, entertain us</td>
<td>Flickr, Youtube</td>
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<tr>
<td>Class</td>
<td>Topic</td>
<td>Tools</td>
<td>Project Assignments</td>
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<td>Wk 5: 2/16</td>
<td>TMI! Fending off information overload</td>
<td>Social presence management (XeeMe, HootSuite, connect.me)</td>
<td>Group: submit list of data source Individual: Major quest milestone #1</td>
</tr>
<tr>
<td>Wk 6: 2/23</td>
<td>Starfish, spiders, and other organizational forms</td>
<td>Twitter</td>
<td>Group: approval deadline for topic and data sources</td>
</tr>
<tr>
<td>Wk 7: 3/1</td>
<td>Should I stay or should I go? Whither community management</td>
<td>RSS / Feedburner / Google Reader</td>
<td>Group: Submit draft #1</td>
</tr>
<tr>
<td>3/8</td>
<td><strong>No Class: Spring Break</strong></td>
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<tr>
<td>Wk 8: 3/15</td>
<td>What’s a page rank? Getting started with SEO</td>
<td>Content Aggregation</td>
<td>Group: Submit draft #2</td>
</tr>
<tr>
<td>Wk 9: 3/22</td>
<td>What’s social got to do with search?</td>
<td>Reedit / Digg</td>
<td>Individual: Major quest milestone #2 Group: Deadline for final draft</td>
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<tr>
<td><strong>ROI and Corporate Social Media</strong></td>
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<tr>
<td>Wk 10: 3/29</td>
<td>Show me the money: ROI for social</td>
<td>Location-based services and QR Codes</td>
<td>Group: deadline for official version</td>
</tr>
<tr>
<td>Wk 11: 4/5</td>
<td>Tell 2 friends about network effects</td>
<td>Facebook Page</td>
<td>Group: promotion milestone #1</td>
</tr>
<tr>
<td>Wk 12: 4/12</td>
<td>Crowdsourcing: ask a crowd, not a mob!</td>
<td>Google+</td>
<td>Group: promotion milestone #2 Group: final wiki page updates</td>
</tr>
<tr>
<td>Wk 13: 4/19</td>
<td>Traffic control: making sense with Google analytics</td>
<td>Google Analytics</td>
<td>Individual: Major quest milestone #3 Start Date for Submitting Individual Final Project Reports</td>
</tr>
<tr>
<td><strong>Summing Up</strong></td>
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<tr>
<td>Wk 14: 4/26</td>
<td>Summing Up</td>
<td></td>
<td>8AM Wed., April 25, 2012 Deadline for earning individual Quest Points for the final leader board</td>
</tr>
<tr>
<td>Final Exam Period</td>
<td></td>
<td></td>
<td>8:00pm on Thursday, May 3, 2012 Final Quest task submission deadline Final Individual Report submission deadline</td>
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</tbody>
</table>