



COMM 3309 Social Media for Public Relations

St. Edward's University • Department of Communication

Section 01 • Trustee Hall 118 • Spring 2011 • MW 2:00-3:15 p.m.

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Office Hours: TR 9:30 – 11:30 a.m. & by appointment

Required Textbooks:

Solis, B. (2010). *Engage: The Complete Guide for Brands and Businesses to Build, Cultivate, and Measure Success in the New Web*. Hoboken, N.J.: John Wiley & Sons, Inc.

Li, C. & Bernoff, J. (2008). *The groundswell: winning in a world transformed by social technologies*. Boston, M.A.: Harvard Business Press.

Optional Textbook:

Deltina, H. (2009). *A Survival Guide to Social Media and Web 2.0 Optimization: Strategies, Tactics, and Tools for Succeeding in the Social Web*. Austin, TX: Dalton Publishing.

COURSE DESCRIPTION

In April 2006, Richard Edelman, CEO of the largest independently owned PR firm in the world, told an audience of PR professionals that:

“The media, communications, and marketing landscape in which the public relations industry was developed is being knocked down [...] It is the decline of media based on a top-down model of communications. In this model, a small group of elites are briefed in advance with messages that are too often tightly scripted to brief the national newspaper, broadcast networks and newsmagazines. The message is then simplified and communicated to a mass audience via advertising or as “earned” editorial. This model is premised on the audience being passive receptors for the message [...] In the emerging model, as epitomized by YouTube, MySpace, Oh My News and Wikipedia, ordinary people provide content to others. Ideas and information are passed virally. This consumer generated content alters the laws of control of message. Many are calling this new social and user driven media ‘Web 2.0.’”

In this course, we will explore emerging social media technologies and study their application in contemporary PR practice. Technologies we will cover include: blogs, microblogs, collaboration tools, podcasts, RSS feeds, viral video, social bookmarking, location-based services, mobile platforms, and other evolving technologies. We will also study how to use such technologies to monitor conversations on the Internet, engage online communities, identify influencers, establish thought leadership, optimize content for search engines, and measure performance across social media platforms.

COURSE OBJECTIVES

As a result of taking this class, you will:

- ❖ Understand the strategic PR functions social media can perform
- ❖ Understand how social media can be used innovatively to engage audiences.
- ❖ Understand the need to stay abreast of advances in communication technology in order to succeed as a PR professional
- ❖ Learn how to stay up-to-date on emerging trends and developments in social media
- ❖ Learn to create and optimize content for search engines, and create content on topics likely to attract organic search traffic
- ❖ Learn to monitor social media sites and social networks and respond to comments
- ❖ Be able to critically discuss the effects of the use of computer-mediated communication within the corporate and nonprofit environments served by the PR industry

PORTFOLIO OBJECTIVES

This class fulfills the following communication portfolio objectives:

- ❖ **Leadership** – Course content mastery will require students to take the initiative in their own learning and spend time outside regular scheduled class hours to familiarize themselves with new social media technologies.
- ❖ **Written communication** – This will be a writing-intensive class. Students will practice both collaborative and individual writing. Each student will host a PR blog and enter into a conversation with other students and PR professionals on blogs, microblogs, and social networking sites.
- ❖ **Interpersonal Communication** – Activities such as weekly blog posts and comments, as well as a social media audit and interactions on a personal learning network will allow students to develop competencies in active listening and other behaviors that promote the understanding of interpersonal communication, especially with regards to conversation management and self presentation.
- ❖ **Use of technology** – This course will familiarize students with the newest social media technologies and teach them how to author and publish social media content themselves. More importantly, it will show them how to locate the information and technical know-how to stay abreast of the ever-changing media landscape.
- ❖ **Group communication** – To stay true to the spirit of social media, students will collaborate in the creation and evaluation of a body of knowledge on social media. Students will be expected to contribute original ideas and to enter into a critical conversation about those ideas with other students and professionals.
- ❖ **Theoretical perspective** – In their blog contributions, students will examine a variety of theoretical perspectives on social media technologies and will be evaluated based on their ability to apply these theories to real world PR examples.
- ❖ **Professionalism** – All projects will require students to develop their constructive criticism skills and to respond to peer criticism in a productive manner.

COURSE POLICIES

1. Attendance

Number of absences. Attendance at each class is required. Each time you are absent from class counts as one absence. If you arrive more than 10 minutes late to class, you will be marked absent for that day. After your second absence, your final grade will be reduced by three (3) percentage points for each additional absence. Accruing more than six (6) unexcused absences (including the two (2) free absences you receive) will result in Withdrawal or Failure of the class.

Excused absences. If you have a valid and unavoidable reason for missing class, you may submit a completed *Excused Absence Request* along with a two page (at least 500 words) chapter summary / discussion for the material you missed. Your excused absence request and chapter summary must be turned in within a week after your return to class. The request form is available on Blackboard under Course Documents. A separate request form and additional chapter summary / discussion must be submitted for each absence. You will also need to provide me with proper documentation for your absence (such as a doctor's note, a hospitalization record, a university excuse, or an athletic excuse). All documentation must be turned in by the last day of class for the excuses to be considered. After review of your request I will determine whether the excuse will be granted.

If you are involved in athletics or another school-sanctioned activity that requires you to miss this class, please give me appropriate supporting material signed by the sponsor. Please underline or highlight the specific dates that involve this class. If changes occur throughout the semester after you have given me a schedule, please keep me updated.

Attendance sheet. After the first week of class, it is your responsibility to sign the roll sheet each class period. Be sure to do so, as this is the official record of your attendance in class.

Withdrawal for absences. I reserve the right to "WA" any student with more than 6 absences. Please note that this does not mean that I will automatically "WA" you if you risk to fail the class. It is your responsibility to initiate drop procedures if you are in danger of failing this class.

2. Academic Integrity

Academic dishonesty includes cheating on exams as well as plagiarizing (presenting another's work as your own). Cheating comes in all different shades—ranging from blatant copying off another's exam/bringing a 'cheat sheet' to class to more subtle forms of 'borrowing' a few ideas and not citing your sources—all of which will be treated with the same level of seriousness in this class. The St. Edward's University Undergraduate Bulletin and the Student Handbook state that a student who is dishonest in any work may receive the maximum penalty of a mark of F for that course. Withdrawal from a course is not allowed when an F in the course for academic dishonesty has been imposed. Students caught committing academic dishonesty in this course will be subject to the full range of penalties as described in the Undergraduate Bulletin and in the Student Handbook.

3. Courtesy Rules regarding Cell Phone and Computer Use

Cell phones: As a courtesy to your teacher and to your classmates, please make sure at the beginning of each class period that your cell phones are silenced. Any texting during class will result in you being counted absent for the day.

Laptops: You may use a laptop to take notes during class. However, in-class laptop usage is restricted to taking notes about this particular class. Writing papers for other classes, surfing the Internet, checking email, visiting Facebook, or other such distractions are prohibited. If you choose to take notes on your computer, you will need to enter your notes directly on the Blackboard class wiki (if you wish to share them with the class) or upload them into the digital drop box at the end of class (if you don't wish to share them). Each class period I will note who is using a computer to take notes and check the notes at the end of class. Any student who was using a computer but failed to add his/her notes to the wiki or drop box by the end of class, or added incomplete notes will be counted as absent for that day. Please note that after your second absence, your final grade will be reduced by three percentage points for each additional absence (see attendance policy above).

4. Assignments

All assignments must be word-processed and turned in on time in the form of a hard copy. Late work will result in a 10% grade reduction for each day (not class period) it is late. Please note that I will **NOT** accept any emailed assignments. If you are absent from class on a day an assignment is due, you are still expected to submit your assignment that day, either by asking a peer to turn it in for you, or by putting it in the digital dropbox on Blackboard by the beginning of class. I will use the timestamp on the Blackboard server to determine whether the assignment was handed in on time. Please note that you are responsible for uploading the correct file to the dropbox and making sure the upload was successful. Should you turn in an assignment over Blackboard because of an emergency, it is your responsibility to provide me with a hard copy of the assignment the next class period. Hard copies must be stapled and ready at the beginning of the period.

5. Email Policy

I respond to email once per day, usually in the afternoon, and I will get back with you as soon as possible. Please note that I do not return email over the weekend.

6. Letters of Recommendation

I am happy to write letters of recommendation for students who have performed well in the classes they have taken with me. Before writing letters of recommendation however, I require that you have taken at least two courses with me in which you have performed at the level of B or better. Requests must be made at least two weeks prior to any submission deadline. Requests should be made via email and provide a recent resume as well as materials regarding the position or scholarship for which you are applying and instructions on how and where to submit the recommendation. Please note that I do not supply open recommendations such as those found on Linked In.

7. Special Accommodations

If you have a medical, psychiatric or learning disability and require accommodations in this class, please let me know early in the semester or as soon as you are eligible. You will first need to provide documentation of your disability to the Student Disability Services Office located in Moody Hall 155 in Academic Planning and Support Services. Please note that special accommodations cannot be made retroactively.

8. Grades

My hope is that you will focus on learning rather than grades in this class. Although a good GPA is admirable, it is by no means the focus of education. A 2007 survey ranked GPA as number 17 of the

top 20 qualities employers are looking for. Communication skills were deemed most important! I don't believe there is an "A Student," and that it is my responsibility to maintain your 4.0 GPA, or to make sure you achieve a certain GPA for a scholarship or organization—those responsibilities are yours. That said, if you are not doing as well as you had anticipated, please don't hesitate to come talk to me so that we can discuss how you might improve your performance on the remaining assignments. I am happy to discuss study tips, explain assignments and grading criteria, or simply help you understand key course concepts. What I won't do is negotiate grades. In order to make the grading process more transparent, I share my grading criteria for each assignment with you. If you feel you met all the criteria and received too low a grade, I'll be happy to meet with you to discuss your grade. If you know you didn't meet the criteria, I can't, and won't, change your grade. My goal is to be fair to everyone in the class, which means I will hold everyone to the same standards.

Grading Scale

A+ = 100	A = 95	A- = 92
B+ = 88	B = 85	B- = 82
C+ = 78	C = 75	C- = 72
D+ = 68	D = 65	D- = 62
F = 50		

Course Grade

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Assignment	Weight	Record Your Grade	Multiply by	Total
Blogging Project	25%			
Weekly Posts	20%		x 2.0	
Blog Revision	5%		x 0.5	
Conversation Engagement	15%		x 1.5	
Social Media Audit	15%		x 1.5	
Live-blogging/tweeting	10%		x 1.0	
Personal Learning Project	35%			
Learning Plan	5%		x 0.5	
PLN	10%		x 1.0	
PLN Presentation	5%		x 0.5	
Project Deliverables	10%		x 1.5	
Project Presentation	5%		x 0.5	
			Total Points	
			Divide by 1000	

In order to keep track of your grade in this class, record each grade as soon as you receive it. Multiply each grade by the number listed in the "Multiply by" column and record the total. Numeric equivalents for letter grades are listed above (under "Grading Scale"). In order to calculate your final grade at the end of the semester, add up all of your multiplied assignments and divide by 1000. Please note that the matrix above does not take into account absences. In order to determine how your absences will impact your final grade, use the box below:

#Absences	1	2	3	4	5	6	7
Subtract	0	0	-3	-6	-9	-12	F
Record							

BLOGGING PROJECT (25% OF FINAL GRADE)

In order to get a feel for the social media technologies we will be discussing in this class, you will need to learn how to use all of them first. Since we will be talking a lot about blogs, you will be required to launch your own PR blog and to post to it throughout the semester. At the end of the course, your blog will document your progress and growth throughout the semester.

PART 1 - WEEKLY BLOG POSTS FROM WEEK 3–13 (20% OF FINAL GRADE)

You are required to blog twice a week (for purposes of this assignment, weeks start on Monday and end on Sunday). One of those posts will be a reaction to the week's reading assignment. These posts need to critically engage the reading material rather than merely summarize it. I will expect you to apply the readings to real life examples and draw connections to other course material. Please refer to the course schedule to determine which reading assignment to respond to each week.

The other one will be an original post in which you discuss interesting usages of social media that you stumbled across, or examine new social media technologies. You can also share your thoughts on how the PR industry is using/should use social media, or on how communication theories can be applied to social media PR practice. As you can tell, pretty much any topic is fair game for the second post as long as it pertains to the class. The idea is to get you to engage the course material critically and to have you keep your eyes open for interesting material to blog about. I want you to become an active learner and to start being on the lookout for material to incorporate into the class instead of relying on me, as the instructor, to tell you what is important.

Please note that **you will not receive credit for**: posts that were added late, posts that don't relate to social media or PR, posts that simply announce a new service/technology without examining it, and/or posts that contain inappropriate language. Remember, your blog reflects your personal brand and is indexed by search engines. You don't want to create a negative online identity. Please refer to our discussion of blogging etiquette if you have further questions about this.

Deliverables:

- 2 posts a week - it doesn't matter what day of the week you blog.
- Use tags to identify the week you wrote your blog post and whether it is an original post or a reaction to the reading. For example, "week3r" means that this is your reaction to the readings for week 3 and "week3o" means that this is your original post for week 3.
- Use tags to describe each post and help search engines locate your post
- Link to the sources you use in your post & credit them
- Grow an audience by engaging fellow PR students/practitioners and optimizing your social media presence

Grading Criteria:

1. Quality: Posts are substantive (thoroughly developed – roughly 300-500 words)
2. Self-presentation: Post are well written (organization, grammar, spelling)
3. Thought leadership: Posts demonstrate your understanding of the topic/issue
4. Attribution: Posts link to all facts, figures, quotes and statements used
5. Level of engagement: Blog attracted an audience & comments
6. Basic Requirements: Fulfills all the requirements listed above

PART 2 - BLOG REVISION: WEEK 14 (5% OF FINAL GRADE)

Project adapted from Dr. Mark Sample from George Mason University

During week 14, instead of posting your normal two blog posts, you will publish one extended post. In order to do so, you will pick one of your posts or substantial comments and expand it into a longer essay ranging in length from 1000-1200 words. There are several ways to go about this. You can pick a post that in hindsight you are unhappy with and revise it upwards. Or you can pick a post that you think is fantastic but still contains ideas that can be fleshed out. Or you can simply pick a post you enjoyed writing and can see value in pushing it further in light of our latest readings and class discussions. In any case, your revisions should be non-trivial, that is, substantive changes that truly fulfill the purpose of re-vision.

This part of the assignment encourages you to reengage with your own ideas, to reevaluate them, and to rethink them. The point of this assignment is to make you realize the limits or gaps in your own knowledge—and your self-representation of that knowledge.

Grading Criteria:

1. Quality: Post is thoroughly developed (1000-1200 words)
2. Level of Revision: Original post has been improved substantially
3. Self-presentation: Post is well written (organization, grammar, spelling)
4. Thought leadership: Post demonstrates your expertise on the topic
5. Level of engagement: Post attracted an audience & comments

CONVERSATION ENGAGEMENT (15% OF FINAL GRADE)

On the social web, commenting is a way to initiate or extend a conversation around a particular topic. You are required to engage at least two online community members a week in a conversation pertaining to the topic of social media and/or PR. You will need to keep a log of where you commented and who you engaged. I expect you to leave substantive comments that either extend other peoples' arguments, contradict them, or provide some new insight into the topic. Since the point of engaging others in the social media sphere is to grow an audience or network, it is important to comment on a regular basis. Because of that, comments added late will not be counted.

You can comment on your classmates' blogs, the blogs of social media students from classes around the world, the blogs of PR and marketing professionals, or on posts made on sites such as PROpenMic (www.proopenmic.org).

Two notes on comments:

- I expect substance here. No two-word type comments à la “great post”, “good job”, “I totally agree with you”, etc. If you agree/disagree, explain yourself. The goal is to add value to the original post and to deepen the conversation.
- I also expect civility. No intentional provocations/expletives/obscenities, etc. If you disagree with a post, do so politely. Again, the idea is to start a civil, but also critical conversation. We don't all have to agree with one another, but I do expect you to respect one another.

Deliverables:

Please note that it is absolutely essential for you to keep track of where you leave comments and to collect those comments in a log, which you will hand in at the end of the semester. For each comment you leave, your log should contain the:

- name of the site you commented on
- the URL where your comment can be found
- the date of your comment
- the actual comment

Grading Criteria:

1. Quality: Comments are substantive (add value to the post)
2. Level of engagement: Comments initiated further discussion
3. Basic Requirements: Created required amount of comments (2/week)
4. Thoroughness of the log: Comment log contains all the required information (listed above)

LIVE-BLOGGING/LIVE-TWEETING PROJECT (10% OF FINAL GRADE)

For this project, you will pick an event to live-tweet about or live-blog. The event could be pretty much anything: a sporting event, a speech, a conference, a performance, etc – as long as it takes place before March 23rd (the due date). You will need to sign up for the event of your choice in class on February 28th. The day before the event, please send me a reminder email with a link to the site that will carry your live-feed. After you are done reporting live from the event, you will need to save a transcript of your tweets/blog posts, which you will hand in on March 23rd. There are multiple ways generate a transcript:

- If you were live-tweeting the event, you could generate a transcript of your tweets by typing the hashtag you used into TweetReach (tweetreach.com). Alternatively, you could go to “your tweets” on Twitter and print them to a PDF file. Or you could type the hashtag you used into Twitter search and save the results page as a PDF file.
- If you were live-blogging the event and used CoveritLive, go to "My Account," select your event from your Completed Event Listings and print it to PDF.

Since one of the criteria you will be graded on is your ability to engage an audience (i.e. attract comments, generate RTs), you will need to use other social media tools to create interest in your live report, and you will need to keep track of any comments or RTs your report generated. You will need to hand those in along with the transcript of your tweets/blog posts.

You will also need to prepare a professional 3-4 minute presentation in which you will discuss your experience and present some of your reporting highlights to the class. In your presentation you should discuss the challenges you faced while live reporting and explain how you dealt with them.

Deliverables:

1. A transcript of your live report
2. A list of comments or RTs your report generated
3. A 3-4 minute presentation

Grading Criteria:

1. Content: Provided short updates that captured the most important aspects of the event
2. Personality: Added some personality into your writing
3. Self-Presentation: Avoided typos/grammatical mistakes
3. Timeliness: Provided steady flow of updates during the entire event
4. Level of engagement: Post attracted comments/RTs; interacted with audience

PERSONAL LEARNING PROJECT (35% OF YOUR FINAL GRADE)

This project is designed to provide you with an opportunity to tailor an assignment to your own learning needs and course-related interests. For this assignment, you will identify an area of social media/PR you want to learn more about, outline a plan of study, and decide on appropriate learning deliverables to demonstrate your mastery of the material. You will then submit this plan to me for approval. Once your study plan has been approved, you will create a personal learning network to guide you in your learning. You may utilize any content you wish including books, web pages, video tutorials, library resources, open educational material, etc. to help you complete your deliverables by the deadline specified in your learning plan. In other words, you will be able to learn the material in the manner, and with the resources of your own choice.

My goal for this assignment is to prepare you for today's highly competitive and rapidly changing workplace by allowing you to develop experience in directing your own learning. Today, knowledge has a very short shelf life, which means that one of the most important skills you can learn while in college is to become an independent learner. It is my hope that you take this project as an opportunity to help you enhance those skills. It should therefore go without saying that you shouldn't pick a topic/area you already master for this assignment. Although it would be a way to an easy project and grade, you would simply be cheating yourself and your education.

PART 1 – THE LEARNING PLAN (5% OF FINAL GRADE)

For this part of the assignment, you will identify an area of social media/PR you want to learn more about, outline a plan of study, and decide on appropriate learning deliverables to demonstrate your mastery of the material. Please use the template posted on Blackboard when designing your learning plan. You'll be evaluated based on the thoroughness of your plan. To help you get started, I've listed a few examples of possible project ideas below.

- Researching social media applications for nonprofits and designing a social media training session (the deliverable) for a local nonprofit interested in learning how to engage its stakeholders via social media. This would more than likely be a group project.
- Researching augmented reality applications for small businesses, offering your services to a local business and designing a concept for an augmented reality app tailored to their needs.

PART 2 – THE PERSONAL LEARNING NETWORK (10% OF FINAL GRADE)

Your personal learning network needs to include a twitter, blog, and social bookmarking component. I've posted detailed instructions on how to build a personal learning network using twitter on our course blog. You also need to identify blogs, web sites, and social bookmarks that are relevant to your project and subscribe to them. You may even want to subscribe to a Google Alert on your topic (optional). At the end of the semester, you will need to hand in a description of your personal learning network along with your deliverables. You'll be evaluated based on the depth and breadth of the personal learning network you built. In order to hand this in, create a list of people you follow on:

- Twitter: list the people in your Twitter PLN with their Twitter UserId. Only list people that pertain to your project (i.e. don't list your buddies here)
- Blogs: list the bloggers you followed for this project. Identify them by a) name, b) blog URL, and c) blog name.
- Social bookmarking sites: list the people you follow on Delicious or any other social bookmarking site. Again, only list people you followed for this particular project. List them with their social bookmarking URL.
- Any other social media sites/platforms

PART 3 – THE PLN PRESENTATION (5% OF FINAL GRADE)

On March 2nd, you will give a 4 minute presentation in which you will present the learning network you've created thus far. You should start off with a brief description of the project you've picked for your personal learning project before presenting your network. Please create a separate slide for your Twitter, social bookmarking, and blogging network and include the following information. Please upload your slides to the dropbox before class on March 2nd. You'll be evaluated based on the progress made on your PLN by March 2nd.

- Twitter network slide
 - How many experts on your project's topic area are you following?
 - List at least 5 of those experts by their Twitter handle and give an example of useful info (related to your project's topic area) each of them has tweeted about.
- Social Bookmarking network slide
 - How many experts on your project's topic area are you following on Delicious or another social bookmarking service?
 - List at least 5 of those experts by their Social Bookmarking UserID and give an example of useful info (related to your project's topic area) each of them has bookmarked
- Blogging network slide
 - How many bloggers who are experts on your project's topic area are you subscribing to with your feedreader?
 - List at least 5 of those bloggers (name the title of their blog) and give an example of useful info (related to your project's topic area) each of them has blogged about.

PART 4 –PROJECT DELIVERABLES (10% OF FINAL GRADE)

Your project deliverables are identified in your personal learning plan and approved in consultation with me. Deliverables are due by the date specified on your personal learning plan. If all of your deliverables are in digital form, simply hand in a document with the URL(s) to those deliverables. Be sure to indicate what each URL refers to. You'll be evaluated based on the quality of your final product.

PART 5 –PROJECT PRESENTATION (5% OF FINAL GRADE)

At the end of the semester you will present your personal learning project deliverables to the class. For this assignment, you will need to create a professional 4-5 minute presentation in which you will introduce the project you worked on, explain the process involved in creating your deliverable, discuss how your PLN helped you accomplish that process, and showcase your final project. You'll be evaluated based on the extent to which you address those 4 areas and on the level of professionalism displayed in your presentation.

SOCIAL MEDIA AUDIT (15% OF FINAL GRADE)

Many thanks to Barbara Nixon from Georgia Southern University. This project is based heavily on her work there.

This assignment gives you an opportunity to learn how to monitor blog and other social media content in a way that provides similar insight offered by more traditional environmental scanning methods. Many people will discuss your client or organization and its products/services on their own Web sites or on social media sites, outside of realm traditional media. Just as it is important for you to know what the media and your community are saying about your organization and its products/services, it is important to know what is being said in social media sites like blogs, social networks, and microblogs.

For this assignment, you will:

- monitor the online conversation that has occurred about an organization or brand of your choosing during the past 4 weeks
- create a table for your data, and
- write an analysis of the conversation with suggestions for action.

You might find bloggers who are blogging about your client organization or brand, people who are creating Web sites about it, message board members who are discussing it in forums, Twitter users who are twittering about it, social networking users who are commenting about it, or online video producers who are posting YouTube videos about it.

Step One: Complete Background Reading

I will publish a list of resources on social media monitoring. Please also refer to your textbooks for advice on how to monitor online conversations.

Step Two: Monitor

- Choose an organization or brand to monitor.
- Identify key search terms for your client. Don't just rely on the organization's name. Include things such as the CEO name, product names, or issues.
- Now, monitor consumer conversation about your organization or brand. Create a Yahoo Pipe that monitors the following sites (you may need to monitor #6 & 7 separately).
 1. Twitter: Check out Twitter mentions of your client.
 2. Flickr: Check out Flickr mentions of your client.
 3. Blogs: Conduct key word searches on various blog search engines like IceRocket, Technorati, blogsearch.google.com for blogs about your organization or brand.
 4. Web: Search the Web for Web sites about your organization or brand.
 5. Set up a Google alert on key words.
 6. Find Facebook and MySpace pages created by fans or critics of your organization/brand.
 7. Search message boards (<http://messages.yahoo.com/>) for users who post about your organization/brand or boards dedicated to your organization/brand.
- Your goal is to find 10 nuggets of information across multiple social media about your organization or brand. **NOTE:** Do NOT use social media channels, profiles, or boards that are sponsored by your company or brand or use information from articles published by mainstream media sources.

Step Three: Create a Data Table

Create a table with the following columns: Source, source credibility, date/time, comments.

Step Four: Write the Report

Your report will be approximately two pages long and include the following sections:

1. **Purpose:** First, introduce your organization/brand and provide additional facts about it. Then include a statement of purpose that describes the need to monitor the online conversation about your organization/brand.
2. **Methodology:** The methodology section describes how you conducted your research. What social media sites did you visit? How did you locate these sites? What is the timeframe (specific dates)? How did you determine the credibility of sources?
3. **Results:** The results section is the most important section of the report and therefore, should be the longest (about a page). In this section, you will summarize what you learned about the organization/brand after reading the online conversations. You should organize the information by category.
4. **Conclusion:** In this section, the researcher(s) will briefly interpret the results. Summarize your results and make suggestions for improvement.

Deliverables:

1. Your YahooPipe
2. Your report

Grading Criteria:

1. Effectiveness of search terms: Used appropriate search terms
2. Thoroughness: Search included all 7 areas listed above
3. Technical Mastery: YahooPipe worked properly
4. Quality of the Report: Each section fulfilled purpose listed above

COURSE SCHEDULE

G = Groundswell; E = Engage; BB = Blackboard

Week 1:

Readings:

Wed. 01/19: Introduction to the class

Week 2:

Mon. 01/24: New Rules of PR

Wed. 01/26: Setting up blogs & SEO

G: ch. 1

**HW: Complete blogging plan (BB)*

Week 3: Blogging & Engagement Projects start this week - First blog posts & comments due

Mon. 01/31: Blogging Etiquette, Online Identity & Personal Brand

G: ch. 2

**HW: Study other blogs (BB)*

Wed. 02/02: RSS & Feed Readers

G: ch. 3

In-class work: set up 10 feeds

Your 2nd blog post this week needs to be a reaction to chapters 1-3 from The Groundswell

Week 4:

Mon. 02/07: Social Bookmarks & its PR Uses

RWW article

In-Class Activity: find first person who bookmarked story

Wed. 02/09: Twitter for PR

G: ch. 4

HW: Set up Twitter account

Your 2nd blog post this week needs to be a reaction to the RWW article on Delicious

Week 5:

Mon. 02/14: Personal Learning Networks & Social Search

G: ch. 5

In-Class Activity: Perfect Match

Wed. 02/16: Influencers & tools for identifying them

BB

In-Class Activity: PLN Set-up

Your 2nd blog post this week needs to be a reaction to the readings on identifying influencers

Week 6:

Mon. 02/21: Engaging audiences through Twitter

G: ch. 6

Wed. 02/23: Writing in 140 characters

G: ch. 7

Your 2nd blog post this week needs to be a reaction to chapters 4-6 from The Groundswell

Week 7:

Mon. 02/28: Live-tweeting/blogging & Twitter chats

G: ch. 8

Wed. 03/02: *PLN Presentations*

Your 2nd blog post this week needs to be a reaction to chapters 7-8 from The Groundswell

Week 8:

Mon. 03/07: The Social Media Audit G: ch. 9
Wed. 03/09: How to Monitor Conversations: Google Alerts & Yahoo Pipes E: ch. 1 & 2
Your 2nd blog post this week needs to be a reaction to chapters 1-2 from Engage

Week 9: No blog posts/comments due this week

Mon. 03/14: **SPRING BREAK**
Wed. 03/16: **SPRING BREAK**

Week 10:

Mon. 03/21: Monitoring Conversations & Responding to Comments E: ch. 3 - 6
Wed. 03/23: *Live-Tweeting/Blogging Project Due & Presentations*
Your 2nd blog post this week needs to be a reaction to chapters 3-6 from Engage

Week 11:

Mon. 03/28: Attention Economy, Search engine visibility, SEO E: ch. 6 - 9
Wed. 03/30: SEO Workshop: headlines, links, & HTML tags (p. 334) E: ch. 9 - 12
Your 2nd blog post this week needs to be a reaction to chapters 6-12 from Engage

Week 12:

Mon. 04/04: Social Media News Releases & Optimized Releases E: ch. 12 - 14
Wed. 04/06: Building audiences & managing online communities: E: ch. 17 & 18
Role of Integration
Your 2nd blog post this week needs to be a reaction to chapters 12-18 from Engage

Week 13:

Mon. 04/11: Creating, distributing, & tracking web content E: ch. 19 & 20
Wed. 04/13: Social Media Metrics E: ch. 21 & 23
Your 2nd blog post this week needs to be a reaction to chapters 19-23 from Engage

Week 14: Last week of Blogging/Commenting

Mon. 04/18: Social networks as a PR tool: Facebook, LinkedIn, etc.
Social Media Audit Due
Wed. 04/20: Social Media as Crisis Comm. Tools E: ch. 24 & 25
This week you only need one blog post: your blog revision post (see assignment description)

Week 15:

Mon. 04/25: **EASTER BREAK**
Wed. 04/27: *Final Presentations*

Week 16:

Mon. 05/02: *Final Presentations*
Wed. 05/04: End of Semester Evals & Course Wrap-up
