

DEREE COLLEGE SYLLABUS FOR: CN 3442 COMMUNICATING IN THE AGE OF SOCIAL MEDIA						
(Updated: Fall 2025)		Instruction hours/lab hours/ US credits 3/0/3 3/0/3 UK LEVEL: 5 UK CREDITS: 15				
PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP 1212 Academic Writing and Research CN 2001 LE Foundantions of Contemporary Media					
CATALOG DESCRIPTION:	The role of social media in shaping interpersonal and organizational communication at both the macro and micro-level Examination of such areas as networking, online communities, sharing and collaborative practices, user-generated content, campaigning and social entrepreneurship.					
RATIONALE:	The aim of this module is to provide students with an academic framework for critically understanding digital communication in the age of social networking platforms and the latter's effects on society, as well as the tools and knowledge to effectively use social media in different communicative settings, from politics to creative industries to activism. Students taking the course learn to interpret and assess phenomena observed in the digital environment and develop social media strategies for multimedia content and communication campaigns.					
LEARNING OUTCOMES:	As a result of taking this course, the student should be able to: 1. Outline an interdisciplinary framework for the study of digital communication and social media, which combines communication theories, social and cultural studies. 2. Apply the appropriate theoretical- analytical constructs to examine and assess digital phenomena in the creative industries and the broader communication sector. 3. Demonstrate understanding of the roles, skills and duties professionals ought to have in the field of social media communication and approach social media from a professional's perspective. 4. Consider strategic challenges and opportunities and select the appropriate online resources in designing and implementing an effective strategy of campaigning or problem-solving,					
METHOD OFTEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none">• Interactive Learning (class discussions, case study analysis, content analysis)• Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.• Use of a Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.					
ASSESSMENT:	Summative: <table><tr><td>First assessment: Critical analysis of a journal article</td><td>50%</td></tr><tr><td>Final assessment: Project (Students design campaigns or engage in campaign problem solving)</td><td>50%</td></tr></table>		First assessment: Critical analysis of a journal article	50%	Final assessment: Project (Students design campaigns or engage in campaign problem solving)	50%
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	<p>Formative:</p> <table border="1" data-bbox="639 176 1441 212"> <tr> <td>Class workshops</td><td>0</td></tr> </table> <p>Formative assessment is designed to develop students' comprehension of basic principles and their ability to plan and put them into practice</p> <p>The first assessment (critical analysis) tests LO 1 and 2 The final assessment (project) tests LO 2 and 3</p> <p>Students are required to resit failed assessments in this module.</p>	Class workshops	0
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<p>INDICATIVE READING:</p>	<p>REQUIRED READING:</p> <p>Fuchs, C. <i>Social Media: A Critical Introduction</i>. London: Sage, latest edition.</p> <p>RECOMMENDED READING:</p> <ul style="list-style-type: none"> Freberg, K. (2019) <i>Social Media for Strategic Communication: Creative Strategies and Research-Based Applications</i>. Sage Publications Barreto, A.M. (2014) The word-of-mouth phenomenon in the social media era. <i>International Journal of Market Research</i>, 56 (2), 631-654. Oestreicher-Singer, G. and Zalmanson, L. (2013) Content or Community? A digital business strategy for content providers. <i>MIS Quarterly</i>, 37 (2), 591-616. Johnson, S.L., Faraj, S., and Kudaravalli, S. (2014) Emergence of power laws in online communities: the role of social mechanisms and preferential attachment. <i>MIS Quarterly</i>, 38(), 795-808. Hajli, N. (2014) A study of the impact of social media on consumers. <i>International Journal of Market Research</i>, 56(3), 387-404. Villi, M., Moisander, J. and Annamma, J. (2012) Social Curation in Consumer Communities: Consumers as Curators of Online Media Content. <i>Advances in Consumer Research</i>, 40, 490-495. Shi, Z., Rui, H., and Whinston, A.B. (2014) Content sharing in a social broadcasting environment: evidence from Twitter. <i>MIS Quarterly</i>, 38 (1), 123-142 Papacharissi, Z. (2015) <i>Affective publics: Sentiment, technology, and politics</i>. Oxford: Oxford University Press. van Dijck, J., Powell, T., and de Waal, M. (2018) <i>The platform society: Public values in a connective world</i>. Oxford: Oxford University Press. Bennet, W.L., and Segeberg, A. (2012) The logic of connective action: Digital media and the personalization of contentious politics. <i>Information, Communication & Society</i>, 15(5), 739-768 Gillespie, T. (2014). The relevance of algorithms. In T. Gillespie & P. Boczkowski (Eds.), <i>Media technologies</i> (pp. 167– 194). MIT Press. Miliopoulou, G.Z. (2019). Revisiting product classification to examine content marketing practices. <i>Journal of Research in Interactive Marketing</i>, 13(4), 492-508 Kissas, A. (2024). Populist everyday politics in the (mediatized) age of social media: The case of Instagram celebrity advocacy. <i>New Media & Society</i>, 26(5), 2766-2785. 		
<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<ul style="list-style-type: none"> https://player.fm/series/advertising-podcast-from-the-ipa https://player.fm/series/internet-marketing-insider-tips-and-advice-for-online-marketing https://player.fm/series/the-craft-of-marketing-content-marketing-business-strategy-entrepreneurship-startups https://player.fm/series/public-relations-digital-communications-with-ryan-foran 		

	<ul style="list-style-type: none"> • https://player.fm/series/fomofanz
COMMUNICATION REQUIREMENTS:	Blackboard and an active ACG email account. High standards of oral and written English for all assignments
SOFTWARE REQUIREMENTS:	Blackboard CMS; MSOffice
WWW RESOURCES:	www.canva.com www.contently.com http://rachelbotsman.com/ http://www.socialnomics.net/ http://www.webinknow.com/ http://contentmarketinginstitute.com/
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. Introduction to the course 2. Structures <ol style="list-style-type: none"> 2.1 Network society 2.2 Attention Economy 2.3 Platform Capitalism 3. Processes <ol style="list-style-type: none"> 3.1 Networking: the emergence of online communities (communities of interest; affective publics; citizen journalism) 3.2: Datafication: data-mining, big data, algorithmic recognizability and bias 3.3 Multimodality: digital texts, digital images, and digital videos 4. Practices <ol style="list-style-type: none"> 4.1 Prosumption: User-generated content and the networked self 4.2 Campaigns: digital politics, advertising and PR, advocacy and activism 4.3 Collaboration: crowd-sourcing/funding, smart cities, social entrepreneurship 4.4 Incivility: woke movement, cancel culture, micro-targeting, upcoming trends