DEREE COLLEGE SYLLABUS FOR: :	US Credits 3/0/3

MK 2044 LE Social Media in an Interconnected Society
(Updated Fall 2025)
(Previously MK/SO 2044)

PREREQUISITES:	None
CATALOG DESCRIPTION:	Overview of social media and their use for various purposes (informational, promotional, sales, etc.) with an emphasis on their impact on and relevance to contemporary society. A critical introduction to the use of Social Media for different purposes and causes serving the local and the global community. An interdisciplinary take on social media infused with approaches from diverse fields including sociology, communication,marketing. This course fulfills the social science requirements for Liberal Education.
RATIONALE:	Social media have become a necessary communication platform nowadays for both personal and professional purposes. Through social media individuals and communities, both globally and locally, perform different activities for profit or non-profit purposes. Therefore, social media are the means of performing different types of meaningful interactions for any purpose. The various possibilities social media give entail a user/receiver-focused approach for any type of communication through social media. Research supports that even friendly discussions done online need to have a persuasive element in order to fulfill the needs of the receiver. The course aims to familiarise students with the role social media play in serving individual and collective purposes in an increasingly interdependent and globalised world.
LEARNING OUTCOMES:	As a result of taking this module, the student should be able to: 1. Demonstrate understanding of key characteristics of social media and their use for different business, commercial and social purposes. 2. Distinguish between different types of interactions both at the global and the local community level and the cultural influences and differences on such interactions in digital contexts. 3. Demonstrate knowledge of legal and ethical issues pertaining to social media use in contemporary society at a local and global level. 4. Identify and analyze attitudes, perceptions and values of the Greek society towards social media and their use for personal and community purposes. 5. Analyze the effects of social media on the behavior of individuals in the context of their diverse roles (consumers, citizens, professionals etc.).

METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used:
	➢ Class lectures and seminar-style class discussion of key terms and concepts with appropriate examples. Use of case studies.
	➢ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
	➢ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.
	➢ Field Trips, Internal & External Competition participation, Guest lectures (as appropriate)

ASSESSMENT:	

Summative:

1. Group Portfolio Assessment (In class presentation, social media campaign)	Live Assessment Project (Group)	30
2.Final Essay Examination	In class (exam)	70

Formative:

Course work	Case discussion, assignments, "diagnostic" test	0

The formative course work aims to prepare students for the summative assessment.
The group portfolio tests Learning Outcomes: 1 and 2. For the purposes of the Project, students will form groups.
The final examination tests Learning Outcomes: 3, 4 and 5.

The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment.
Students are not required to resit failed assessments in this module. Failure to pass the module results in module repeat.

INDICATIVE READING:	**REQUIRED READING:**

Humphreys, A. (2016). *Social Media: Enduring Principles.* Oxford University Press.

RECOMMENDED READING:

Bauerlein, M. (2011). *The Digital Divide: Arguments for and Against Facebook, Google, Texting, and the Age of Social Networking.* TarcherPerigee.
Baym, N. (2015). *Personal Connections in the Digital Age (Digital Media and Society)*. Polity.
Burgess, J., Cassidy, E., Duguay, S., & Light, B. (2016). Making digital cultures of gender and sexuality with social media. *Social Media+ Society*, *2*(4), 1.
Burns, K. S. (2017). *Social Media: A Reference Handbook,* ABC-CLIO.
Charlesworth, A. (2014). *An Introduction to Social Media Marketing*. Routledge
Fuchs, C. (2014). *Social Media: A Critical Introduction*. Sage Publications.
Jenkins, H., & Ito, M. (2015). *Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce, and Politics*. John Wiley & Sons.
Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and

	opportunities of Social Media. *Business horizons*, *53*(1), 59-68. Lipschultz, J.H. (2014). *Social Media Communication: Concepts, Practices, Data, Law and Ethics,* Routledge. Lutrell, R. (2016). *Social Media: How to Engage, Share, and Connect*. Rowman & Littlefield Publishers. Tuten, T. & Solomon, M. (2013). *Social Media Marketing*. Pearson. Van Djick, J. (2013), *The Culture of Connectivity: A Critical History of Social Media.* Oxford University Press.
INDICATIVE MATERIAL: *(e.g. audiovisual, digital material, etc.)*	**N/A**
COMMUNICATION REQUIREMENTS:	Verbal skills using academic / professional English. Students will prepare answers to essay questions and formative feedback will be given by the instructor. Students will prepare different parts of the analysis pertaining to the Group Portfolio (deliverables) during the semester and formative feedback will be given by the instructor.
SOFTWARE REQUIREMENTS:	Word, PowerPoint software
WWW RESOURCES:	Students are expected to use the internet at their own discretion to select information on the Group project. Useful sources include: www.smrfoundation.org www.socialmediaassoc.com/ www.iab.com www.emarketer.com Databases available through the ACG library
INDICATIVE CONTENT:	• Introduction to Social Media • Profiling the social media user: citizen, consumer, individual • Communication in the digital era – the influence of culture and diversity • Issues of interconnectedness, participation and globalisation • Relationships and interactions in the social media • Social media culture in Greece. Influences of the Greek culture in social media use, and marketing practices. • Verbal and non-verbal communication through social media for various purposes • Using social media for the benefit of the local and the global community • Ethical issues in the digital era • Ethical issues for social media • Social media effects

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.