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| **COMMUNITY COLLEGE OF PHILADELPHIA** | | | | |
| Course Development Template | | | | |
| 1. Course Designation | CMS 180 | | | |
| 2. Course Title | Social Media & Digital Cultures | | | |
| 3. Abbreviated Course Title for Banner | Social Media Digital Cultures | | | |
| 4. Division | Liberal Studies | | | |
| 5. Department | English | | | |
| 6. Course Description | This course focuses on understanding the impacts of social media and digital culture in political, historical, and social contexts. Students will develop an understanding of the role and importance of digital media in society. We will explore key aspects of social media through the lens of history, ethics, globalization, democracy, and social change. | | | |
| 7. Prerequisites/Corequisites | ENGL 097, must be taken concurrently | | | |
| 8. Placement | ENGL 097 | | | |
| 9. Hours and Credits | 3-0-3 | | | |
| 10. Class size (maximum) | 25 | | | |
| 11. Programs where this course appears | Communication and Media Studies | | | |
| 12. Faculty Developer(s) | Rafael Logroño | | | |
| 13. Facilitator (s) | Lynsey Madison | | | |
| 14. Recommended Starting Semester | Fall 2024 | | | |
| 15. Course Revision or New Course? | New Course | | | |
| 16. If this is a **course revision**, indicate which are being revised | * Prerequisite(s) and/or placement | * Course Title or Number | | * Course Description |
| * Credit/Lab/External   Hours | | * CLOs and/or Methods of   Assessment | |
| 19. Course Attributes | NONE | | | |
| **20. Today’s Date** | February 14, 2024 | | | |

1. **Rationale**

In Fall 2024, the English department will debut the new Communication and Media Studies program — a merger between the Communication Studies and Mass Media programs. The new program emphasizes digital media, DEI, industry trends, and workplace readiness — striking a balance between the fields of study of human communication and media studies. To meet these goals, the Communication and Media Studies program will introduce a new required course titled “Social Media and Digital Cultures.”

In today's digital age, social media is a dominant force shaping communication practices. In a Communication and Media Studies program, understanding social media and digital cultures is vital. This course provides students with a holistic perspective on the evolution of digital communication. As future professionals in media, public relations, journalism, advertising, and related fields, students must possess a nuanced understanding of the societal, cultural, and ethical implications of social media.

The course fosters critical thinking skills, digital literacy, and ethical decision-making – all essential competencies for success in the communication and media industries. By engaging with this material, students will gain knowledge to understand the ever-changing digital landscape and contribute meaningfully to the discourse surrounding the responsible use of social media.

Moreover, the course aims to inspire curiosity, encouraging students to become active participants in shaping the future of digital communication and media culture.

Studying a course titled "Social Media and Digital Cultures" is crucial in today's interconnected world for several reasons. Social media platforms have become integral parts of daily life, influencing how individuals communicate, consume information, and express themselves. Thus, understanding the widespread use of social media is essential for anyone participating in contemporary society, making it a relevant and important subject of study. Second, this course explores the evolution of communication in the digital age, highlighting the transformative impact of social media on traditional communication channels.

Analyzing digital cultures helps students comprehend how online interactions contribute to the formation of communities, subcultures, and shared identities. Additionally, as social media becomes a primary source of information, digital literacy is essential for navigating online spaces responsibly. This course equips students with critical thinking skills, enabling them to evaluate information, identify biases, and engage thoughtfully in digital conversations. Furthermore, social media raises complex ethical issues, including privacy concerns, the spread of mis/disinformation, and the impact on mental health — studying these ethical considerations fosters a sense of responsibility and ethical decision-making in digital communication. Lastly, students study social media from a global perspective. Social media transcends geographical boundaries, connecting people worldwide. It’s been viewed as a tool for democracy, while also analyzed as a tool of capitalism and social inequality. This course explores those themes and allows students to study the impact of social media on a global scale.

In the field of communication and media studies, professionals must be well-versed in the trends that dominate contemporary communication. Understanding social media platforms and digital cultures is crucial for careers in media, journalism, public relations, advertising, and other communication fields. The digital landscape is continually evolving, with new platforms, trends, and technologies emerging. Studying social media and digital cultures prepares individuals to adapt to and navigate future developments in communication.

Social Media and Digital Cultures will connect to ENGL 097 as a CSP (Corequisite Seminar Program) course to help students in developmental and ELL courses enter the program. The nature of communication and media studies requires college-ready English skills. This inherently creates a barrier for students in developmental and ELL courses, this course pairing will help remedy this challenge. The program will work with support services and ELL to recruit students into the program early into their time at the College.

1. **Course Learning Outcomes and Methods of Assessment**

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| **Course Learning Outcome**  Upon successful completion of the course, students will be able to: | **Method of Assessment (In-person)** |
| 1. Identify the debates surrounding the presence of digital media in everyday life. | * Weekly Quizzes * *Digital Disconnect* Essay * Advocacy Letter to a Senator * Social Media Cleanse * Social Media Literacy Campaign |
| 2. Describe the impact of social media in a political and social context. | * Weekly Quizzes * *Digital Disconnect* Essay * Advocacy Letter to a Senator * Social Media Literacy Campaign |
| 3. Articulate new media literacy skills with a focus on mis/disinformation. | * Weekly Quizzes * *Digital Disconnect* Essay * Advocacy Letter to a Senator |

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|  | * Social Media Cleanse * Social Media Literacy Campaign |
| 4. Explain national and global phenomena that emerge from digital media technologies. | * Weekly Quizzes * *Digital Disconnect* Essay * Advocacy Letter to a Senator |

1. **Grading**

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| Weekly Quizzes | 20% |
| *Digital Disconnect* Reflection Essay | 15% |
| Advocacy Letter to a Senator | 15% |
| Social Media Cleanse Reflection | 15% |
| Social Media Literacy Campaign | 20% |
| Engagement | 10% |
| **Total** | **100%** |

1. **Planned Sequence of Topics**

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| **Week** | **Topic** | **CLO** |
| **1** | Introduction to Social Media and Digital Cultures | CLOs 1, 2 |
| **2** | Social Media History and Ethics | CLOs 1, 2, 3 |
| **3** | The Political Economy of Social Media | CLOs 1, 2 |
| **4** | The Dark Side and Benefits of Social Media | CLOs 1, 2, 3 |
| **5** | Misinformation, Disinformation, and Fake News | CLOs 1, 2, 3, 4 |
| **6** | Social Media and the Digital Divide | CLOs 1, 2, 4 |
| **7** | Digital Civic Engagement | CLOs 1, 2, 3, 4 |
| **8** | Global Digital Activism | CLOs 1, 2, 3, 4 |
| **9** | Marginalized Communities and Social Media | CLOs 1, 2, 4 |
| **10** | The Digital Workplace | CLOs 1, 2, 4 |
| **11** | Social Media and Mental Health | CLOs 1, 2, 3 |
| **12** | Social Media and Cancel Culture | CLOs 1, 2, 3, 4 |
| **13** | The Future of Social Media | CLOs 1, 2, 4 |
| **14** | Social Media Literacy Campaign Presentations | CLOs 1, 2, 3, 4 |
| **15** | Social Media Literacy Campaign Presentations | CLOs 1, 2, 3, 4 |

1. **Student Learning Activities and Assignments**

**Weekly Quizzes (CLOs 1, 2, 3, & 4):** Students will take weekly quizzes based on class lectures and assigned readings. Quizzes are taken asynchronously on Canvas and should be taken by the end of the week. They consist of 10 multiple-choice questions.

***Digital Disconnect* Reflection Essay (CLOs 1, 2, 3, & 4):** The objective of this assignment is to reflect upon the documentary *Digital Disconnect: Fake News, Privacy, and Democracy*. Students will write an essay summarizing the documentary, giving their informed opinion, connecting the documentary to class readings, and providing a contemporary media example for one of the documentary’s themes.

**Advocacy Letter to Senator (CLOs 1, 2, 3, & 4):** The objective of this assignment is to engage students in critical thinking about the intersection of social media and public policy. Students will research and analyze a specific concern related to social media or digital media and draft a persuasive letter to a senator, urging them to address the issue through legislative action.

**Social Media Cleanse Reflection (CLOs 1, 2, 3, & 4):** The purpose of this assignment is to explore the impact of social media usage on personal well-being and communication habits. Students will undertake a week-long social media cleanse, abstaining from all social media platforms, and subsequently reflect on their experiences and observations.

**Social Media Literacy Campaign (CLOs 1, 2, & 3):** The purpose of this group project is to develop a comprehensive social media literacy campaign that addresses the importance of critical thinking, digital citizenship, and responsible online behavior. Each group will create a

multi-faceted campaign aimed at promoting awareness and understanding of social media literacy among peers.

1. **Required and Optional Course Materials**

Instructors should assign texts that explore both social media and digital media broadly. Instructors are encouraged to assign OER texts or assign readings that are readily available online — this might include news articles, pdf chapters of books, and academic articles. In the case an instructor might want to assign a textbook, the following two texts are encouraged:

*Social Media and Society: An Introduction to the Mass Media Landscape*, 2nd Edition, Regina Luttrell & Adrienne A. Wallace.

*Social Media: A Critical Introduction*, 3rd Edition, Christian Fuchs. However, instructors are highly encouraged to use OER material, such as:

*Trends in Digital and Social Media*, Version 18, Steve Covello.

1. **Resources Needed for This Course**

NONE.

**Appendix**

# Advocacy Letter to a Senator

Course Learning Outcomes: 1, 2, 3, and 4:

1. Identify the debates surrounding the presence of digital media in everyday life.
2. Describe the impact of social media in a political and social context.
3. Articulate new media literacy skills with a focus on mis/disinformation.
4. Explain national and global phenomena that emerge from digital media technologies.

OBJECTIVE: The objective of this assignment is to engage students in critical thinking about the intersection of social media and public policy. Students will research and analyze a speciﬁc concern related to social media or digital media and write a persuasive letter to a senator, urging them to address the issue through legislative action.

Choose a Relevant Concern:

* + Identify a speciﬁc social media or digital media public policy concern that you are passionate about or ﬁnd relevant. This could include issues such as online privacy, misinformation, content moderation, or digital equity.

Research and Analysis:

* + Conduct thorough research on your chosen concern. Provide a brief overview of the issue, including historical context and current implications.
  + Analyze any existing policies or lack thereof that contribute to the problem. Consider the stakeholders involved, potential consequences, and any notable case studies.

Letter Structure:

* + Begin your letter with a concise introduction, stating the purpose of your communication and brieﬂy introducing the issue you are addressing.
  + Clearly articulate your stance on the issue and provide well-reasoned arguments supported by evidence.
  + Oﬀer potential solutions or policy recommendations, and explain how these measures could address the identiﬁed concern.
  + Conclude your letter by summarizing your main points and reiterating the urgency of legislative action.
  + Your letter should be 500-750 words long.

Clarity and Organization:

* + Ensure your letter is well-organized, with a clear introduction, body, and conclusion.
  + Use paragraphs to separate diﬀerent aspects of your argument.
  + Maintain a logical ﬂow of ideas to enhance the readability of your letter.

Persuasiveness and Tone:

* + Employ persuasive language and rhetoric to eﬀectively convey your message.
  + Strike a balance between assertiveness and respectfulness in your tone.
  + Consider the senator's perspective and aim to build a compelling case for your cause.

Grammar and Style:

* + Proofread your letter for grammatical errors, spelling mistakes, and clarity.
  + Use formal and professional language suitable for communication to a senator.

Submission Guidelines:

* + Submit your assignment as a typed document (Word or PDF format).
  + Include your name, course title, and date in the header of your document.
  + Ensure your assignment adheres to the word count requirement (500-750 words).

Note:

This assignment aims to assess your research, analytical, and persuasive writing skills. Remember to tailor your letter to a senator, considering the nuances of policymaking and the need for a respectful and persuasive tone.

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|  | Ratings | | | |
| Criteria | *Excellent - 4* | *Good - 3* | *Average - 2* | *Basic - 1* |
| Depth of Writing | Demonstrates a strong, in-depth understanding of the topic. | Demonstrates a thoughtful understanding of the topic. | Demonstrates a basic understanding of the topic. | Demonstrates a limited understanding of the topic. |
| Research and Analysis | Uses speciﬁc and convincing examples to support claims, with thorough research and insightful analysis. | Uses relevant examples to support claims, with acceptable research and analysis. | Uses simple or vague examples to support most claims with somewhat acceptable research and analysis. | Use incomplete or irrelevant examples to only partially support claims with limited research and analysis. |
| Letter Structure | Well-organized with a clear introduction, well-reasoned arguments, and a  compelling conclusion. | Adequately organized, with a discernible structure and logical ﬂow of ideas. | Some organizational issues that may impact clarity and coherence. | Poorly organized, lacking a clear structure, and challenging to follow. |
| Persuasiveness and Tone | Persuasive language eﬀectively conveys the urgency of the issue. Appropriate and respectful tone. | Persuasive language used with a generally respectful tone. Some room for improvement in eﬀectiveness. | Limited use of persuasive language, or tone may be inappropriate. | Lacks persuasive language, and the tone is ineﬀective or inappropriate. |
| Language Use | Uses stylistically sophisticated language that is precise and engaging, with no grammatical errors and varied sentence structure. | Uses language that is ﬂuent and original, with evident a sense of voice, with 1 or 2 grammatical errors and varied sentence structure. | Uses basic but appropriate language, with a basic sense of voice, with 3 or 4 grammatical errors and some attempt to vary sentence structure. | Uses language that is vague or imprecise for the audience or purpose, with many grammatical errors and a limited awareness of how to vary sentence structure. |
|  | | | Total: | / 20 |

# Social Media Cleanse Reﬂection

Course Learning Outcomes: 1, 2, 3, and 4:

1. Identify the debates surrounding the presence of digital media in everyday life.
2. Describe the impact of social media in a political and social context.
3. Articulate new media literacy skills with a focus on mis/disinformation.
4. Explain national and global phenomena that emerge from digital media technologies.

OBJECTIVE: The purpose of this assignment is to explore the impact of social media usage on personal well-being and communication habits. Students will undertake a week-long social media cleanse, abstaining from all social media platforms, and subsequently reﬂect on their experiences and observations.

INSTRUCTIONS: Choose a consecutive seven-day period to abstain from all social media platforms, including but not limited to Facebook, Twitter, Instagram, and Snapchat. Deactivating notiﬁcations on your devices to minimize temptation is not enough. You should log out from these apps and temporarily delete them from your phones.

Keep a journal or notes to document your thoughts, feelings, and any challenges encountered during the cleanse. After the week is over, write a three-page reﬂective essay on your experiences during the social media cleanse. Structure your essay with an introduction, body paragraphs, and a conclusion.

Introduction:

* Brieﬂy introduce the concept of the social media cleanse and state your expectations before starting the week.
* Include a thesis statement that outlines the main points you will discuss in your reﬂection.

Body Paragraphs:

* Paragraph 1: Describe your initial feelings and thoughts as you started the social media cleanse. What were your expectations?
* Paragraphs 2-4: Document your experiences throughout the week. Discuss any challenges faced, moments of temptation, and how you coped with the absence of social media.
* Paragraph 5: Reﬂect on changes in your daily routine, communication habits, and overall well-being. Consider aspects like productivity, focus, and mental health.
* Paragraph 6: Share any insights gained about your social media usage, its impact on your life, and potential beneﬁts of reducing screen time.

Conclusion:

* Summarize the main points discussed in the essay.
* Conclude with your overall thoughts on the social media cleanse and whether you plan to make any long-term changes to your social media habits.

Incorporate Personal Insights and Class Readings:

* + Provide detailed examples and information from class readings, citing them to support your experiences during the cleanse.
  + Include personal insights and observations, citing speciﬁc examples from your experience during the cleanse.

Grammar and Style:

* + Pay attention to grammar, spelling, and sentence structure. Ensure that your writing is clear, concise, and free from errors.
  + Use a formal yet personal tone suitable for a reﬂective essay.

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|  | Ratings | | | |
| Criteria | *Excellent - 5* | *Good - 4* | *Average - 3* | *Basic - 2* |
| Reﬂection Content | Thoughtful and comprehensive reﬂection on the social media | Good reﬂection with relevant details and insights, but may lack | Reﬂection is present but may lack depth or relevance. Limited | Limited reﬂection, with weak or irrelevant content. Little to no |
|  | cleanse, incorporating | depth or thoroughness. | insights or personal | personal insights. |
|  | personal insights and examples. |  | examples. |  |
| Use of Evidence | Uses speciﬁc and convincing examples to | Uses relevant examples to support claims, with | Uses simple or vague examples to support | Use incomplete or irrelevant examples to |
|  | support claims, with | acceptable research and | most claims with | only partially support |
|  | thorough research and | analysis. | somewhat acceptable | claims with limited |
|  | insightful analysis. |  | research and analysis. | research and analysis. |
| Organization and Structure | Well-organized essay with a clear introduction, logically developed body | Mostly well-organized, but some sections may lack coherence. | Lack of organization, making it diﬃcult to follow the essay's | Poor organization, making the essay unclear and disjointed. |
|  | paragraphs, and a conclusive conclusion. |  | structure. |  |
| Language Use | Uses stylistically sophisticated language | Uses language that is ﬂuent and original, with | Uses basic but appropriate language, | Uses language that is vague or imprecise for |
|  | that is precise and | evident a sense of voice, | with a basic sense of | the audience or purpose, |
|  | engaging, with no | with 1 or 2 grammatical | voice, with 3 or 4 | with many grammatical |
|  | grammatical errors and | errors and varied | grammatical errors and | errors and a limited |
|  | varied sentence | sentence structure. | some attempt to vary | awareness of how to vary |
|  | structure. |  | sentence structure. | sentence structure. |
|  | | | Total: | / 20 |

# Social Media Literacy Campaign

Course Learning Outcomes: 1, 2, and 3:

1. Identify the debates surrounding the presence of digital media in everyday life.
2. Describe the impact of social media in a political and social context.
3. Articulate new media literacy skills with a focus on mis/disinformation.
4. Explain national and global phenomena that emerge from digital media technologies.

OBJECTIVE: The purpose of this group project is to develop a comprehensive social media literacy campaign that addresses the importance of critical thinking, digital citizenship, and responsible online behavior. Each group will create a multi-faceted campaign aimed at promoting awareness and understanding of social media literacy among peers.

Group Formation and Topic Selection:

* + Form groups of 3-5 students.
  + Ensure diverse skill sets within the group, including research, creative design, communication, and technology proﬁciency.
  + Choose a speciﬁc aspect of social media literacy as the focus of your campaign (e.g., identifying fake news, online privacy, digital footprints, cyberbullying).
  + Provide a rationale for your choice, explaining its relevance and signiﬁcance.

Campaign Components:

Develop a multi-faceted campaign that includes at least three of the following components:

* + - Social Media Posts: Create a series of engaging and informative posts for popular platforms (e.g., Instagram, Twitter, Facebook).
    - Infographics or Posters: Design visually appealing materials that convey key messages about social media literacy.
    - Educational Videos: Produce short videos to inform and educate the audience about the chosen topic.
    - Interactive Workshops: Plan and conduct interactive workshops or presentations for the College community.
    - Informational Website: Develop a website with resources, tips, and guides related to social media literacy.

Research and Citations:

* + Conduct thorough research to support your campaign messages.
  + Cite credible sources to reinforce the accuracy and reliability of your information. Use APA or MLA citation style.

Target Audience:

* + Clearly identify and describe your target audience (e.g., college students, speciﬁc age group, seniors). Tailor your campaign messages to resonate with the chosen audience.

Implementation Plan:

* + Provide a detailed plan for implementing your campaign, including a timeline, roles and responsibilities within the group, and strategies for promoting engagement.

Reﬂection Component:

* + Include a reﬂective component in which each group member discusses their personal learning experiences and contributions to the project.
  + Reﬂect on challenges faced and how your group addressed them.

Submission Guidelines:

* + Submit a comprehensive campaign package, including visuals, documents, and any online components.
  + Each group member must submit an individual reﬂection (approximately 250 words) as part of the project package.
  + Include the names of all group members on the submitted materials.

Note:

Plagiarism will not be tolerated. Ensure that all sources are properly cited, and the campaign components are original creations. If you have any questions or need clariﬁcation, feel free to reach out to the instructor.

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|  | Ratings | | | | |
| Criteria | *Excellent - 5* | *Good - 4* | *Average - 3* | *Developing - 2* | *Inadequate - 1* |
| Topic Selection and Rationale | Clear and compelling choice of social media literacy topic with a | Good choice of topic with a reasonable rationale. | Topic selection is present but may lack depth or relevance. Weak or | Irrelevant topic choice and rationale. | Irrelevant topic choice and rationale is nonexistent. |
|  | well-explained  rationale for its |  | unclear rationale. |  |  |
|  | relevance. |  |  |  |  |
| Campaign Components | Creative and well-developed  components that | Good development of campaign components | Adequate campaign components, but some lack creativity | Insuﬃcient campaign components, and | Virtually no campaign components are |
|  | eﬀectively convey  key messages. At | AND/OR one or two  may lack creativity | or eﬀectiveness.  Limited | their execution is  weak or irrelevant. | presented. |
|  | least three | or eﬀectiveness. | components or |  |  |
|  | components are included. |  | weak execution. |  |  |
| Research and Citations | Thorough research supporting campaign messages. Proper | Good research supporting campaign messages with minor | Research is present but may lack depth or proper citation. Limited research | Inadequate research, and sources are weak or irrelevant. Virtually | No evidence of research or citations. |
|  | citation of credible | omissions in | and weak or | no research is |  |
|  | sources using APA or MLA style. | citation. | inconsistent citation. | evident. |  |
| Target Audience | Clearly identiﬁed and described target audience. Campaign messages eﬀectively | Good identiﬁcation of target audience with reasonably tailored messages. | Target audience is present but may lack clarity.  Messages may not  eﬀectively resonate | Limited identiﬁcation of target audience, and messages are weakly tailored. | Absent or irrelevant identiﬁcation of the target audience. |
|  | tailored to resonate |  | with the audience. |  |  |
|  | with the chosen |  |  |  |  |
|  | audience. |  |  |  |  |
| Reﬂection Component | Insightful and well-articulated reﬂections on personal learning experiences and | Good reﬂections with minor omissions or lack of depth. | Adequate reﬂections but may lack insight or thoroughness.  Limited reﬂections | Weak reﬂections with signiﬁcant omissions or lack of insight. | Virtually no reﬂections are presented. |
|  | contributions to the |  | with weak analysis. |  |  |
|  | project. |  |  |  |  |
| Overall Quality | The project is well-thought-out and undoubtedly | The project seems to be  well-thought-out | The project demonstrates some knowledge about | The project demonstrates limited knowledge | The project appears rushed and doesn't excel at |
|  | demonstrates the | and demonstrates | social media, but | about social media | demonstrating the |
|  | knowledge about | knowledge about | does not seem | and does not seem | knowledge about |
|  | social media. Each | media, but does not | well-thought-out. | well-thought-out. | social media. |

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|  | component clearly | surpass | Components are | Components are | Components of the |
| and creatively | expectations. Each | related to social | unclear or need to | project are |
| explains a concept | video clearly | media literacy, but | be polished. | lackluster. |
| related to social | explains a concept | parts of this may be |  |  |
| media literacy. | related to media | unclear or need to |  |  |
| and each | be polished. |  |  |
|  | corresponding |  |  |  |
|  | explanation |  |  |  |
|  | articulates the |  |  |  |
|  | topic's importance |  |  |  |
|  | in relation to class |  |  |  |
|  | material |  |  |  |
|  | | | | Total: | / 30 |