JOUR 304, Social media and society  
Summer 2017, Instructor: Dr. Gi Woong Yun  
Office: 203 Reynolds School of Journalism  
Phone: 775-784-4192  
Office Hour: Tuesday & Thursday 9 – noon.  
E-mail: gyun@unr.edu  
Class dates: 5/6/2017 – 6/23/2017

CATALOG COURSE DESCRIPTION  
This course examines principles and implications of social media. Social psychological perspectives of  
online social media will be examined, but the subjects of discussions and readings are not limited to those  
perspectives.

COURSE OBJECTIVES  
This course examines applications and implications of social media. First, students will read literatures  
related with social media. With the help of reading materials, social psychological perspectives of social  
media will be primarily examined. The objectives of learning the social psychological views will focus on  
the intersections between individual’s psychological status and social media as a medium connecting  
individuals. For example, communication environments provided to social media users, e.g.,  
pseudonymous communication environment, mis-trustee/trustee environment presented to social media  
users, person to person networked environment, various types of social order environment, and  
consequential psychological status induced by such environments, will be discussed. Perception, attitudes,  
and behavioral consequences on individuals will be primary discussion points, but the societal  
consequences of individual’s behaviors, e.g., political polarization of the society or concentration of  
social capital, will also be discussed. Although learning about social psychological perspectives on social  
media is the primary focus of the class, the subject of discussions and readings are not limited to those  
perspectives. Because of the evolving nature of social media in contemporary society, new materials will  
be added to supplement current topical discourses of the social media. The new material will encourage  
students to develop their sociological imaginations related to social media. In sum, students are expected  
to develop their own theoretical and practical perspectives on social media during the course.

COURSE RESOURCES  
You will be able to access course resources through UNR Canvas Systems. Materials are located under  
class Canvas Discussions Section.

READING ASSIGNMENTS & CLASS FEEDBACK POSTINGS  
You will need to do the readings regularly. The amount of reading and assignment is moderate, but you  
need to read carefully. Students are required to write feedback messages on the class discussion board by  
**MIDNIGHT** of the assigned date. Feedback postings are expected to be written after thoroughly reading  
assigned papers. Two comments, each made of at least 10 lines, related with the assigned reading will be  
satisfactory. The instructor will grade and provide comments on the student feedback. The replies to the  
classmates' postings will be graded as part of the reading feedback assignment.
COURSE DELIVERY AND ATTENDANCE
Students will complete assigned works for each module. The instructor will communicate with students in various methods including online postings, multimedia pod casting, audio pod casting, online document collaborations, emails, instant messenger, phone, online voice conversation, etc. When students like to have a messenger conversation either in text or voice, they should email (gyun@unr.edu) the instructor and make an appointment. For the online class, discussion board postings will surrogate the attendance of off-line class.

COURSE OUTCOMES
Students of this class will learn to understand various topics related to social media such as identity and anonymity online, influence of online communication on real off-line world, online relationships, control mechanisms of the online community, implications on social orders of online community, roles of online communities in the open marketplace of ideas, the dilemmas of people face during their online community communication, gender identification on online communities, ecommerce, the mechanisms of recommendation and reputation online community systems, health information distribution through online communities and many more. The implementation of online community building will provide experiences in logistics of building online communities. After taking this class, students will be able to think about social media from diverse perspectives.

STUDENT LEARNING OUTCOMES
SLO 1. Students will be able to think about social media from diverse perspectives after taking this class. They will be able to articulate the importance of social media systems’ anonymity/pseudonymity implementations, intricacies of maintaining order for amenable discussion environment, legal implications of writing reviews, cultural sensitivity of providing comments, and others.
SLO 2. Students will be able to learn about how to synthesize social media theories and provide evidence. They will lean how to apply and utilize learned theories explaining the up-to-date examples in contemporary social media.
SLO 3. Students will be able to critically assess information provided via online search and advertising. Because they will learn how information is prioritized and filtered on search, advertising, and social media, they will become a savvy consumer and producer. For example, the class content covering the nature of human and computer-mediated-communication network will make them to be able to understand the search, advertising, and social media from a network perspective. They will be able to apply the network concepts and become better social media communicators.
SLO 4. Students will be able to understanding how to properly exercise their 1st amendment rights on social media. Because the course content covers social order and control of social media, students will learn to properly exercise their free speech rights on social media. Multiple cases related to social media libel and product review will be discussed to provide opportunities to think about social media’s impact on individual’s free speech rights.
SLO 5. Students will be able to understand the impact of social media use on their community, the county, and the world. The class content covers the impact of social media discourse on society. Particularly, they will learn about discourses on the selective exposure only to agreeable ideas vs. the cross pollinations of different ideas on social media along with the implication of these two opposite views. They will be able to learn political, social, and economic implications of social media communication with the provided frameworks.
STUDENT RESPONSIBILITIES
First of all, students are expected to check email at least once a day (except weekends or holidays). I will send email related to the class content assuming that you are checking email every day. Second, students are expected to behave professionally in this class. Although the scores that you earn from various activities may reflect your level of intellectual achievement in this course, it is not the only determinant factor of your final letter grade. In every aspect of your interaction with the instructor or classmates, you have to be professional. Professionalism includes, but is not limited to, (1) completing tasks and readings in a timely manner, (2) submitting class projects that look professional (no spelling or grammatical errors and suitable to the task), (3) taking personal responsibility for your actions (for example, the computer ate your project is not an acceptable excuse), (4) showing courtesy to others (no flaming message on the discussion board), and (5) undertake all class related communications in a professional manner. The instructor reserves the right to adjust the final letter grade downward if a student deems to have violated professionalism to a substantial degree during the semester.

ACADEMIC HONESTY
Academic honesty is the foundation of our teaching-learning relationship. UNR office student conduct provide detail explanation of the academic honesty. The class will follow the UNR academic standard policy (e.g., policy describes cheating, Fabrication, Facilitating academic dishonesty, Plagiarism, and others). Academic dishonesty will not be tolerated, and any student engaging in such conduct will automatically fail this course.

STATEMENT OF DISABILITY SERVICES
Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Pennington Student Achievement Center, Suite 230) as soon as possible to arrange for appropriate accommodations.

AUDIO AND VIDEO RECORDING POLICY
Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

LATE WORK & MAKE-UPS POLICY
Penalty for the late work is 20% of the assigned points. A late work turned in two weeks after the deadline will not be accepted. For an excused absence, a student need to contact the instructor via email and set a new deadline for the assigned work. No penalty will be applied for an excused absence, e.g., health and family emergency, or other legitimate absence.
GRADING

Reading feedback postings - each week’s posting counts 10 points (Total points = 10 points * number of readings):

Students are required to post a feedback of the assigned reading by **MIDNIGHT** of an assigned date. Feedback postings are expected to be written after thoroughly reading assigned papers. Two critical comments or questions, each made of at least 10 lines, related with the assigned reading will be satisfactory. See grading criteria section below for more details.

Term paper: Paper on constructive or critical view of social media (total: 300 points):

Students are expected to write a paper on their view of social media. See grading criteria section below for more details.

- 1st draft - 2 pages (30 points)
- 2nd draft - 5 pages (50 points)
- 3rd draft - 10 pages (80 points)
- Final paper - 15 pages (140 points)

FINAL GRADING SCALE

- A = 99 to 100 percent
- B+ = 85 to 89 percent
- B = 80 to 84 percent
- C+ = 75 to 79 percent
- C = 70 to 74 percent
- D = 61 to 69 percent
- F = below 60 percent

Based on the scale above, you will be assigned a letter grade at the end of the class. The final grade for this course will be assigned using the scale above on the combined total of your points earned over the class.
CLASS SCHEDULE

Module 1 A (05/16)
Social media: Introduction
Goal: Introduce classmates, Reviewing the discourse frameworks of social media
Outcome: Students will learn necessary theoretical frameworks to understand important issues of social media
Reading: No reading, but you will need to access the recorded lecture by the instructor
Assignments: Post introduction of yourself on the class Canvas Discussion board module 1A

Introduction
Name
Where do you live?
Hobby
Major
Minor
Favorite animal, place you want to visit, most frequently used social media, and others

Module 1 B (05/17)
Social media: Introduction
Goal: Introduce classmates, Reviewing the discourse frameworks of social media
Outcome: Students will learn necessary theoretical frameworks to understand important issues of social media
Reading: Kollock & Smith (1999)
Assignments: Post reading feedback on the class Canvas discussions

* When you read, think about these questions.
  1. What do you think is the most important discourse about social media.
  2. Why do you think social media is or is not important?
  3. What kind of social media is most interesting to you?
  4. What are important characteristics of social media?
  5. What are differences between email and other types of online discussion groups?
  6. What are important concepts related to social media that we need to discuss in this class? Why? For example, identity, honesty and deception, race, gender, social order and control, ecommerce, social media as institution, social media structure, collective action, and many more.

Module 2 A (05/18)
Identities and anonymity online
Goal: Understand the importance of identity and anonymity online
Outcome: Identify the implications of identity settings of online communication.
Reading: Turkle (web)
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points.
Turkle
1. Control vs. mastery
2. Collaboration and intimacy
3. Role playing to a higher power
4. Expanding experience
5. Anonymous, invisible, multiplicity
6. What is true self?
7. Evocative objects
8. What is real and what is artificial? Remember the movie "Matrix"?
9. Tuering test

**Module 3 A (05/19)**

**Design online communities**

Goal: Discuss social media campaign problems and solutions
Outcome: Learn about social media problems and solutions to those problems
Reading: Kollock (1998)
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points
Kollock (1998)
* Which part(s) of Kollock's recommendation building communication do you like the most?
* Do you agree with Kollock's design principle? If you do, why? If not, why?
* Do popular social media follow Kollock's principle?

**Module 3 B (05/20)**

**Due: Term paper 1st draft (5/20)**

**Module 4 A (05/23)**

**Structural layers of social media**

Goal: Discuss the social media related projects and think about solutions to the potential problems
Outcome: Understand the structural layers of social media.
Reading: Bruns & Moe (2013)
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points
Bruns & Moe (2013)
* What are three key layers of communication on Twitter based on this reading?
* Bruns and Moe (2013) divided Twitter user layers into micro, meso and macro. Can you apply this structural layers into other social media such as Facebook, Instagram, Google plus, and others?
* Send a Tweet about this class (Create a Twitter account, if you do not have one).
* Lucasfilm's habitat promotion video: http://www.youtube.com/watch?v=VVpulhO3jyc What can you learn from the Lucasfilm's habitat video?
Module 5 A (05/24)
Relating online, online network
Goal: Learn the issues of online relationships
Outcome: Understand the differences and the similarities of online and off-line relationships.
Reading: Wood and Smith - Relating online
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points
Wood and Smith - Relating online
* What are the limits of CMC?
* How does the social presence theory interpret CMC?
* Social context cues theory implies more impersonal replies and impersonal interpretation of messages. Do you agree with this position. If you do, why? If you don't, why?
* What is the meaning of emoticon? Is it really important?
* Why SIDE model can be important?
* Sometimes, hyperpersonal communication is viewed as a better explanation of CMC. Why?
* Watch Jane McGonigal's TED talk here (http://www.ted.com/talks/jane_mgonigal_gaming_can_make_a_better_world.html)

Module 5 B (05/25)
Relating online, online network
Goal: Learn the issues of online relationships
Outcome: Understand the differences and the similarities of online and off-line relationships.
Reading: Barabasi (2002)
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points
Barabasi (2002)
* What are the strengths of weak ties?
* Weak ties are bridge to the world. What does it mean?
* What is the meaning(s) of six degrees of separation in the contemporary online society?

Module 6 A (05/26)
Social implication of social media, public sphere
Goal: Think about influence of online communication on real off-line world and open marketplace of ideas
Outcome: Understand current phenomenon and potential implications of social media on off-line world.
Reading: Sunstein (2007)
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points
Sunstein
* Will social media accelerate polarization of the political climate in the U.S. and the world? Why? Why not?
* Does online hate groups have anything to do with the polarization?
* Traditional media also has been criticized for their polarization role. Suddenly, they look better than online. Do you agree with this position? Why? Why not?

Module 6 B (05/27)
Social implication of social media, public sphere
Goal: Think about influence of online communication on real off-line world and open marketplace of ideas
Outcome: Understand current phenomenon and potential implications of social media on off-line world.
Reading: Benkler (2006)
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points
Benkler (2006)
* What is the concept of public sphere? Why is it important in our democracy?
* What are differences between networked and non-networked environment?
* What is your view on issues of Chinese internet surveillance program? (e.g., Is it a human right issue? Or, else?)
* Sunstein and Bankler used different levels of analysis (networks vs. individual) to support their arguments. What are those level of analyses?
* Benkler provided success stories (e.g., Diebold) of networked information society. What are your interpretations of them?
* What is your interpretation of the claims that the internet has democratizing effects?
* Benkler's argument is quite opposite to Sunstein's paper. Who do you think is correct? Why? Is there additional evidence? What is the evidence used by Benkler to support his idea?

Memorial Day break - no reading and posting (5/30)

Module 7 A (05/31)
Media and politics online
Goal: Discuss the role of online communities in the world of media and politics
Outcome: Learn the importance of social media in public opinion formation
Reading: Alterman (2008), Auletta(2013)
Assignments: Post reading feedback on the Canvas Discussions Section

Reading points
Alterman(2008), Auletta(2013)
* Medium is message. Email, bulletin board politics, blogging, and instant chat can be quite different. How and why?
* Is there any problem with crossposting? What are the benefits of crossposting?
* Is cross posting kind of agenda setting? What are the differences between media agenda setting and crossing posting agenda setting?
* What can be differences between Lippmann vs. Dewey's view on online political blogs?
* What is parasitical relationship between media and blogs? Why does this exist? Is this a problem?
* What do you think is the future of newspaper/media?
* What is the credibility issues of newspaper and blogs? Why is it important?
* How would you recommend merging business models of newspaper and online community?
* How would you describe the news flow among online community and newspaper?

**Module 8 A (06/01)**

**Social dilemmas, free Culture**

Goal: Discuss the dilemmas of people face during their social media communication, Discuss the implications of online free culture

Outcome: Learn the problems and implications of social dilemmas and intellectual property piracy on online community.

Reading: Kollock(1998)

Assignments: Post reading feedback on the class Canvas Discussions Section,

Reading points

Kollock (1998)

* How would you interpret online community posting activity with Assurance Game (i.e., Nash equilibrium --> do you remember the movie 'a beautiful mind'? The movie was about this scholar, John Forbes Nash)?

* How would you describe your social media use in multiple-person dilemmas?

* Collective social identity might help creating an environment that can facilitate cooperative behaviors among community members. Why?

* People sometimes hand over personal choice to a leader (in this case, online community facilitators) to benefit the community and themselves. Is this a good solution for the prisoner's dilemma?

* How would you implement selective incentive strategy if you are managing a social media channel or executing a social media campaign?

**Module 8 B (06/02)**

**Social dilemmas, free Culture**

Goal: Discuss the dilemmas of people face during their social media communication, Discuss the implications of online free culture

Outcome: Learn the problems and implications of social dilemmas and intellectual property piracy on online community.

Reading: Lessig (2004)

Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points

B) Lessig

* History of media industry and copyright (piracy).

* Does online "free culture" influence political content coverage of the traditional media?

* How would you explain p2p file sharing among internet users with social dilemma theories?
* How can music industry or musicians (or any copyright owner) utilize online community without imposing overly restrictive copyright law?

**Module 8 C (06/03)**
**Due: Term paper - 2nd draft (06/03)**

**Module 9 A (06/06)**
**Economy of social media**
Goal: Discuss the characteristics of online economic activities
Outcome: Understand the various aspects of economy of social media
Reading: Benkler(2006)
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points
A) Benkler
* How do intrinsic motivation and extrinsic motivation help explaining online economic activities?
* What are the impacts of network on economic activities?
* What is excess capacity of human economic activities? What is the concepts of "modularity" and "granularity"? How are they related to online community?
* Benkler argues that motivation of crowd to produce public goods can outperform market based motivation. But, he also said that it does not work for all economic activities. What does it mean?
* Listen to NRP story on reciprocity and think about reciprocal rules

**Module 9 B (06/07)**
**Economy of online community**
Goal: Discuss the characteristics of online economic activities
Outcome: Understand the various aspects of economy of social media
Reading: Brynjolfsson & McAfee
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points
Brynjolfsson & McAfee
* How would you describe the connection between IT growth and GDP?
* Authors blamed machine age for the income inequality. Do you agree with this perspective? Is there any alternative explanation?
* How does this reading related to social media?
* Is there any difference between game item exchange companies' business model and the Google's adwords business model? What are the differences? What are the similarities?

**Module 10 A (06/08)**
**Online social order and control**
Goal: Discuss the control mechanisms and implications of social orders of social media
Outcome: Understand how social media are managed or controlled
Reading: Herring et al (2002)
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points
A) Herring et al.
* What is the definition of trolling behavior?
* What can community members do when they face trolling behavior?
* What can groups do when they face trolling behavior?
* What can an administrator do to prevent trolling in the community?

Module 10 B (06/09)
Online social order and control
Goal: Discuss the control mechanisms and implications of social orders of social media
Outcome: Understand how social media are managed or controlled
Reading: Herbeck (2013)
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points
Herbeck (2013)
* What are the differences between tortious harm and dignitary harm?
* Can the defamation law, typically applied in traditional media, be applied in social media?
* Legal actions to prevent public exposure often times ended up drawing more media attention. What could be the impact of this "Streisand effect"?
* Could ISP or content facilitators be responsible for third-party expression? Why or why not?
* Is it common to reveal identities of anonymous speaker online? When will the Internet service providers do that?
* Should the online comment on public officials be protected? Why or why not?
* Rants, Raves and Disses -- Your Target May Shoot Back http://www.huffingtonpost.com/gary-l-bostwick/negative-yelp-reviews-defamation_b_5023864.html

Module 10 C (06/10)
Online social order and control
Goal: Discuss the control mechanisms and implications of social orders of social media
Outcome: Understand how social media are managed or controlled
Reading: Reid (1999)
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points
Reid
* What are difference between uninhibited and disinhibited behavior?
* What is the role of public humiliation online?
* What is the meaning of Darwinian rule of the survival of the fittest online?
* Competition for attention and recognition.
* People who feel like they are valued will come back to the community. How to make them to feel that way?
* How would you properly mix control and social encouragement in your online community?

**Module 10 D (06/13)**

**Online social order and control**

Goal: Discuss the control mechanisms and implications of social orders of social media
Outcome: Understand how social media are managed or controlled
Reading: Rosen (2008)
Assignments: Post reading feedback on the class Canvas Discussions Section

**Reading points**

Rosen (NYT magazine. 2008)
* Should a private company like Google control information flow of the world?
* If not, who should. Or, should it be controlled at all?
* Should countries set up an agency like Germany did?
* Will Google be able to maintain "don't be evil" policy without losing competition?
* Did the decision to limit access to Youtube content in Thailand contradict Google's "don't be evil" policy?
* Can Google survive without users' trust?
* Is Google's Decider model feasible for controlling exponentially growing internet content?

**Module 11 A (06/14)**

**Recommendation and reputation, contagion through network**

Goal: Discuss different kinds of social media systems and contagion through social network
Outcome: Understand the mechanisms of recommendation and reputation online community systems.
Learn about the contagion through social network.
Reading: Frauenfelder(2000) & Rednick et al.(Web)
Assignments: Post reading feedback on the class Canvas Discussions Section

**Reading points**

Frauenfelder
* This article is available on the Web: [http://www.wired.com/wired/archive/8.07/egoboo.html](http://www.wired.com/wired/archive/8.07/egoboo.html)
* What does "market for lemons" mean? How and what can reputation systems do to reverse this flow?
* What are the three primary challenges of eliciting feedback?
* What are the challenges of distributing captured reputation?

**Module 11 B (06/15)**

**Recommendation and reputation, contagion through network**

Goal: Discuss different kinds of social media systems and contagion through social network
Outcome: Understand the mechanisms of recommendation and reputation online community systems.
Learn about the contagion through social network.
Reading: Christakis & Fowler (2009)
Assignments: Post reading feedback on the class Canvas Discussions Section
Reading points
Christakis & Fowler
* How are the Corsican murder cases and the organ donation cases similar to each other?
* Where in the network do you want to be when you need to collect important information? Where in the network would you want to be when the deadly diseases are spreading through the human network?
* What is the concept of hyperdyadic in friends' friends' network?
* What are three degrees of influence and the three explanations of the concept?
* What is the conceptual differences between situational inequality vs. positional inequality?
* What would be the role of social media on STD or obesity contagion?
* What would be the impacts of behavioral limitations and norms in social network? How can social media influence those?
* What could be the impacts of social media on suicide network?
* What are structural inequality and vulnerability in health network?
* TED talk

Module 12 A (06/16)
Online fan culture
Goal: Discuss the influence of online fandom on fans and culture
Outcome: Understand the phenomena of online fandom
Reading: Stenger (2006)
Assignments: Post reading feedback on the class Canvas Discussions Section

Module 12 B (06/17)
Assignment
Due: Term paper - 3rd draft (06/17)

Module 13 A (06/20)
Online communities other cultures
Goal: Examine the recent social media culture of foreign countries
Outcome: Understand the characteristics of online culture of Japan and other countries
Reading: Katayama(2008)
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points
Katayama
* This article is available on the Web: http://archive.wired.com/techbiz/people/magazine/16-06/mf_hiroyuki?currentPage=all --> Check out the video on this article through this website
* Is the Japanese social media culture different from the U.S. online culture? Why? Why not?
* Does the online culture reflect the offline culture of the country? Why and why not?
* Do you see any similarity between the Japanese online culture and the U.S. online culture? If you do see them, what are those?
* What do you think will happen to Nishimura in the future? Is your prediction related to the social structure or the culture of Japan?

Module 13 B (06/21)
**Online communities other cultures**
Goal: Examine the recent social media culture of foreign countries
Outcome: Understand the characteristics of online culture of Japan and other countries
Reading: Youmans & York (2012)
Assignments: Post reading feedback on the class Canvas Discussions Section

Reading points
Y & Y
* Middle East and social media during the past several years
* Which countries are banning which social media? Why?
* State Sponsored social media campaign. Will it be effective? Why and why not?
* What has been effective social media campaign strategies in the Middle East? What are the roles of the West in the Middle East political activists' social media campaigns?
* Is the social media solution or conduit? Why and how?

Module 14 A (06/22)
**Get to know the instructor's research**
Goal: Read a instructor’s research paper
Outcome: Understand the trends in social media research
Reading: Yun & Park (2011)
Assignments: Post reading feedback on the class Canvas Discussions Section

Module 14 B (06/23)
**Get to know the instructor's research**
Goal: Read a instructor’s research paper
Outcome: Understand the trends in social media research
Reading: Yun et al. (2016)
Assignments: Post reading feedback on the class Canvas Discussions Section
Module 15 A (06/24): Term paper due
Assignments: Due: Final term paper (06/24)
JOUR 3XX Grading Criteria

Reading feedback posting (10 points)

1. Approximately 10 lines for each question (less than 30 lines recommended).
2. The feedback postings should indicate that you have read the assigned paper thoroughly.
3. Creative critics will be encouraged.
4. Any question related to the assigned reading will be encouraged.
5. Elaborating of your thoughts is an important part of this assignment. I encourage deep thoughts about specific issues that you are writing about. Do not list many ideas. Try to focus on a couple of ideas. Think about those ideas and elaborate your thoughts in your posting.

* Do not post a message unrelated to the class content.
* Do not post many lines of texts without a substantial argument in your posting.
Term paper (300 points)

See the video lecture on term paper writing tips here: The video link will be provided after your first draft submission.

* All submissions are through UNR canvas assignment section. Use MS word or pdf format to submit papers.

How to write your term paper

Learning Outcomes and Assessments
This paper should be short (15 typed, double-spaced pages with normal margins), so you cannot treat your topic exhaustively. On the other hand, 15 pages is enough space (if you edit wordiness and digressions) to show:

1. that you understand the theories and findings of lecture and reading material relevant to your topic (this will include some reading beyond the syllabus),
2. that you can critically think with the facts,
3. that you can analyze assumptions or implications,
4. that you can integrate findings from two or more areas to propose new hypotheses,
5. that you understand and articulate programs or policy that make practical use of research theory or findings,
6. that you can show your original thinking and use of your research material.

What I DO NOT want is a simple summary of research findings on your given topic. Nor do I want an opinion essay that does not draw on research.

Choosing a Topic
Ideas for topics may come from lectures or the assigned course readings. Additional ideas will come from looking for sources.
You must choose a narrow, specific topic. You can give a more in-depth treatment of a topic that is narrow than one that is too broad. For example, rather than examining the social media as public sphere in general, look at the Twitter feeds of political candidates or issues during the 2016 election cycle; or you can discuss social media campaign of colon cancer screening rather than working on social media health campaign in general.

1st & 2nd draft
The 1st draft will be a two-page explanation of your topic. Describe what you want to work on during this short summer session. This idea stage of the proposal will require a creative thinking that interest you the most related to social media. The 2nd draft will be a longer draft (less than 5 page elaboration of your idea development, references are not counted toward the page requirement). At this stage, you will need a bibliography of sources. These must be sources that you have already located, read, and know are appropriate for your paper. Your topic idea and bibliography must be approved before you can proceed with this project. When you submit your final version of the paper, I will go back and read your drafts to confirm that you work on the
topic that I approved.

Why do I require a bibliography at such an early date? Several good reasons. You will not be able to find a final topic until you have actually done some reading and thinking. Students who wait too long often cannot find appropriate sources for their topics because there is no adequate research related to the topic or simply because they cannot find their sources on the shelves. You should have a well-researched bibliography by the time you write your 2nd draft.

Finding Appropriate Sources
Appropriate sources for this project are academic articles and books such as the readings for this course. Normally, newspaper articles, magazine articles or opinion pieces are considered to be inappropriate. However, since the content of the lecture of this class is quite contemporary, I will allow you to use articles from the reputable newspapers or magazines: such as New York Times, Washington Post, Economists, etc. You are encouraged to use original studies from academic journals or secondary sources such as textbooks.

Web sources: You may use World Wide Web sources as appropriate by including a complete URL. Be warned, however, that it is our thoroughly-considered opinion that large portions of the Web contain information that does not measure up to the above standard. In many cases, Web pages are less credible and accurate than the popular press, because anyone can post anything with no application of scientific or journalistic standards and review. A Web citation may be useful to demonstrate that an opinion exists or a way of presenting information has been tried, but most pages would have little credibility as a source of research evidence. With that said, it is possible that the nature of your topic makes a particular web page (perhaps one posted by the National Institutes of Health) the best source of certain evidence. If so, you should use it. Feel free to consult me for specific advice.


Searching: Textbooks for this and other courses are a good place to start -- both for ideas and for the sources in their bibliographies. Searching computerized database is also an excellent strategy, but you must be aware of what each database can and cannot do (e.g., BG library database does not index journal articles). In addition, the computerized searches are rote and mechanical, and are only as good as the terms you use and the logic you employ. It’s easy to miss things under a similar word and think that there’s nothing out there when there really is. And you’ll find me skeptical when you tell us you’ve looked and there isn’t anything relevant to your topic. My assumption is that there are lots of things that could be relevant -- you just haven't found them yet, or maybe you're defining relevance too narrowly.

How many sources should you use for your paper? However many you need to do an adequate job of researching your topic. This will vary depending on your topic, and the way you actually use the citations. Two used in depth can be plenty; ten cited superficially can be inadequate. Many good term papers I've seen in the past have had 7-8 sources, but this is merely an
average, not a formula.

1st draft checklist (30 points total)
1. Did you state your reason for your interest? Is this topic of interest original? → 10 points
2. Did you state your research question? → 10 points
3. Did you state at least one theory, or rationale, related to your research question? → 10 points

2nd draft checklist (50 points total)
1. Did you extend the stated reasons for your interest? Is this topic of interest original? → 10 points
2. Did you elaborate further on the stated research question? → 10 points
3. Did you develop further on your theory, or rationale, related to your research question? → 10 points
4. Did you state a plan to provide evidence to argument? → 10 points
5. Do you have multiple references? → 10 points

3rd draft and final paper
3rd draft will need to have about 10 pages (10 page does not include references). At this stage complete bibliography should be a part of the submission. Final paper should be about 15 pages (15 page does not include references, tables, endnotes, etc.) with all references, tables, endnotes, and other relevant materials.

Writing Your Paper
Your paper should consist of a title page, 15 pages of neat text, and endnotes or bibliography. The body of your paper should be very well organized, with a title, an identifiable introduction, subheadings and conclusion. The introduction should make your thesis and planned structure clear. The body should flow from the introduction, and the conclusion from the body.

Regarding writing style
Please strive for clarity and brevity. One good method is to start with a rough outline and progressively fill out the details of your outline with additional points and support from your research. If you develop your paper in this manner, you will be able to see whether it's logically ordered and cohesive before and during writing. In any case, time and revision are essential to a good paper. Get a first draft done ahead of time, so you can read it as a stranger would -- it's a great way to catch ambiguities or lack of clarity or organization.

Good books on writing style are:
• Zinseer, W. *On Writing Well*, an informal guide to writing non-fiction.
**When and how to cite sources**
Whenever you report any facts or findings that are not your own or are not common knowledge, you must cite your source. It is doubtful that you will over-cite sources. Be very careful not to lift sections of another author's text and claim it as your own. Keep in mind that it is easier to read paraphrases of ideas rather than direct quotes.

The **bibliography** should contain only the sources you actually cited or used extensively in your paper. **DO NOT** pad your bibliography with superfluous sources that you read but did not incorporate. Each source should be fully cited, using APA style. See the APA style guide (e.g., http://www.apastyle.org/ , https://owl.english.purdue.edu/owl/resource/560/01/, etc.)

**3rd draft checklist (80 points total)**
1. Did you extend the stated reasons for your interest? Is this topic of interest original? → 10 points
2. Did you elaborate further on the stated research question and make them into hypotheses? Can you make hypotheses combining more than one area of thinking? → 10 points
3. Did you develop further on your theory, or rationale, related to your research question? Does the writing show the understanding of theories? → 10 points
4. Does the writing include critical thinking? Can you think and write critically with facts? → 10 points
5. Does the writing include assumptions and implications? → 10 points
6. Did you state a plan to provide evidence to argument? → 10 points
7. Did you include multiple references? → 10 points
8. Did the writing show that you understood and articulated programs or policy that could make practical use of research theory or findings. → 10 points

**Final paper checklist (140 points total)**
1. Did you extend the stated reasons for your interest? Is this topic of interest original? → 10 points
2. Did you elaborate further on the stated research question and make them into hypotheses? Can you make hypotheses combining more than one area of thinking? → 20 points
3. Did you develop further on your theory, or rationale, related to your research question?
Does the writing show the understanding of theories? → 20 points

4. Does the writing include critical thinking? Can you think and write critically with facts? → 20 points

5. Does the writing include assumptions and implications? → 20 points

7. Did you state a plan to provide evidence to argument? → 20 points

8. Did you include multiple references? → 10 points

9. Did the writing show that you understood and articulated programs, effects, policy, or others critical areas of thinking that could make practical use of research theory or findings. → 20 points