

COMM 5460: Social Media Use and Effects

Fall 2018 | Wednesdays, 5-8pm | Arjona 225

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Office hours: Wed, 1-2:30pm; Thu, 3:30-5pm | Appointments: advapp.uconn.edu

Course Description

This course introduces graduate students to theory and research on the use of social media, including both technical and user-focused aspects. The course covers scholarship on the social and psychological predictors and effects of social media use, based on theories and concepts from communication and related fields such as psychology and sociology. Additionally, the course provides an overview of technological aspects of social media platforms, their functions, and analysis of their data. The purpose of the course is to present critical concepts for understanding the ways in which social media shape social interactions, information-sharing, and well-being, and how to conduct research in these areas.

Course Objectives

By the end of this course you will be able to:

- Summarize the current scope of research on social media use and effects
- Explain how social media research is conducted
- Evaluate current theories that explain the use of social media
- Apply communication theories to further predict the effects of social media use
- Collect and analyze social media data
- Develop a proposal for an original social media research study

Course Organization

This course focuses primarily on the current literature in the field of social media research and requires critical reading of the required texts. Each class meeting will start with a brief overview presentation or lecture on the topic, followed by a discussion based on your questions and points of critique on that day's readings. You are expected to do each week's reading in advance and to engage in discussion. The course includes applied social media data collection and analysis, and culminates in the writing and presentation of an original research proposal.

Required Materials

Readings

Assigned articles and chapters on each week's topic are listed in the course schedule and are available on HuskyCT.

Assignments and Grading

Grading summary

Discussion questions	30 points
Discussion presentation/topic leader	10 points
Participation	10 points
Social media analysis assignment	10 points
Research proposal	30 points
Final presentation	10 points
Total	100 points

Grades are based on the percentage of possible points you earn on the following scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
92-100	90-91.99	88-89.99	82-87.99	80-81.99	78-79.99	72-77.99	70-71.99	68-69.99	62-67.99	60-61.99	0-59.99

Your grades on each item will be posted on HuskyCT as soon as they become available. I encourage you to check these postings and meet with me during office hours to discuss any questions you have about grades. In accordance with [FERPA regulations](#), grades cannot be discussed by email. If you do not question it, a grade becomes permanent in 1 week after it has been posted to Husky CT.

Discussion questions

Each week you will submit questions about the readings assigned that week in advance of the week's discussion. These questions should focus on any aspect such as the findings, the method, the theory, and should provide interpretation, critique, or an extension of the work. Each week has 4 assigned readings, and you must submit *one question for each assigned reading* for the week to the course's HuskyCT discussion board. These discussion questions will be compiled and form the basis of discussion for that week's course. Each week's questions are worth 2 points, except for the first and last week which are worth 3 points each.

Deadline: Tuesdays (day before class), 12pm. Exception: Week 1, due Wednesday, 12pm.

Discussion presentation/topic leader

You will pick one week's topic (from any week other than 8/29, 9/26, or 12/5) on which you would like to take the lead on the day's presentation and discussion. For your selected topic you will:

- Prepare a brief (15-20 minute) overview presentation that introduces the topic and expands on the assigned readings, such as by providing more historical background, highlighting additional research not covered in class, offering real world examples of issues raised in research, societal issues and concerns on the topic, or even demonstrates new technology in the area. Be creative here, it's up to you.

- Lead the discussion by addressing key points of interest from the questions submitted that week and pulling them into the day's discussion. This means that you will need to compile and read the submitted discussion questions in advance of class. For the week in which you present you do not need to submit discussion questions online, but you should come up with some guiding discussion questions that tie together the submitted questions.

Social media data collection and analysis assignment

You will use tools and methods we cover in this course to collect publicly available data from a social media platform on a topic of interest, analyze it, and summarize the findings. Details will be provided on 9/26 when we discuss social media data collection.

Deadline: Sunday, 10/28, 11:59pm

Research proposal

For your main assignment you will write a research proposal (in pairs, or groups) for an original social media study based on what you have learned in this class. The proposal is designed to be a useful starting point for a study you wish to conduct later, so your goal is to create a feasible research study that you could realistically pursue at a future date.

You must discuss your topic with me for feedback by the end of the 5th week before writing the full proposal. Indicate as specifically and clearly as possible what topic you will be exploring, your overall research question, who is in your group, and what roles each person in the group will be taking on. Please start early on forming pairs/groups and finding a mutually interesting research project to work on. Consult with me at any time on potential topics, search for relevant literature, methods and related logistics.

The proposal should be modeled after a typical journal article in the communication discipline. All papers should be written in APA style (maximum of 25 pages, excluding references and appendix). Your proposal should include the following sections:

- **Introduction and Literature Review:** Introduce the overall research problem and establish its importance and relevance. Compile a thorough review of prior and current research on the topic that serves as a basis for the research questions/hypotheses that you propose to examine. You will need to search literature across various databases, both in Communication and other fields, as social media research is highly interdisciplinary.
- **Method:** A detailed description of the specific methodology (e.g., experiment, survey, content analysis) that would be employed to test or explore the questions/hypotheses of interest. Please include as much detail as possible in terms of study stimuli, questionnaire measures, and study protocol.
- This proposal also requires the proposed use of some social media data collection (e.g., tweets, Facebook profile data), though it does not need to be the primary data of interest (i.e., your study can rely mostly on survey or experimental data from participants).

- Analysis and Discussion: Describe your plans for analysis (i.e, which statistical methods will you use?), and what you may expect to find based on your research questions/hypotheses. Discuss potential limitations of the proposed project and implications for future research.

Topic deadline: Sunday, 9/30, 11:59pm

Full proposal deadline: Sunday, 12/16, 11:59pm

Research presentation

You will give a final presentation on your proposal at the end of the semester, during finals week. This presentation will be in the format of a typical conference presentation in the field, such as at ICA or NCA. This includes a 12-minute time limit for presentation. Your goal is to present an engaging summary of your paper, highlighting the theoretical arguments and questions that motivated your paper, along with the proposed methods and measures that address your questions and hypotheses. You may present in any format that would suit a conference presentation, but use of visuals (e.g, PowerPoint slides) is strongly encouraged.

Presentation slides must be submitted to HuskyCT by the end of finals week, 12/16.

Participation

This course requires you to be present and actively involved in class each day. You will need to think critically about the concepts and issues raised in the readings and class discussions, and be prepared to share your views in class. What you get out of this class depends on what you put in. Your participation grade is determined by both the quality and frequency of your contributions in the form of relevant questions and comments in the class discussion.

Course Policies

Attendance

Attendance is essential to success in this class. You should notify me in advance by writing if you have to miss a class due to illness or an emergency.

Makeup Assignments/Exams and Late Work

Any arrangements to make up assignments/exams must be made prior to missing class; Any missed notes or materials are the responsibility of the student to obtain. Late work will NOT be accepted unless prior permission is obtained, or in the case of an emergency.

Classroom Civility

- In this course, it is important that people and ideas are treated with respect, and that class time is used productively. The classroom should be a safe space for open discussion of ideas. Debates and disagreements may arise, but please be respectful of the diverse opinions and experiences presented in the classroom.
- Harassment will not be tolerated. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin,

religion, gender, sexual orientation, age, or physical or mental disability. Please contact me if anything in the course has made you uncomfortable.

- Please avoid behaviors that make it difficult to accomplish our mutual objectives (e.g., side conversations, showing disrespect to classmates, coming to class late or leaving early, etc.).

Laptops/tablets/mobile phones

We will use technology sometimes for various class-related activities, and you may use a laptop or tablet to take notes. Please do not use them for other purposes such as sending email, checking your own social media, or shopping. Mobile phones should never be used in class, except for specific activities related to course discussion. Be respectful to yourself, to your instructor, and to your classmates in your use of your technology in a learning environment.

Academic Integrity

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating); failing to properly credit information, research, or ideas to their rightful originators; or representing such information, research, or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.

See community.uconn.edu/the-student-code-appendix-a/ for more information on the University's student code as it pertains to Academic Integrity.

This course will use anti-plagiarism software (SafeAssign) for the final proposal to compare your work to previously published work. Your writing must be original or properly cite previous work. By submitting assignments, you agree to allow the instructor to use this software. If there is evidence of academic misconduct, you will receive an F in the course and a note in your permanent academic record. If you have questions academic integrity or plagiarism, please ask before submitting the assignment.

Accommodations

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Policy against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community –

students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at <http://equity.uconn.edu> and <http://titleix.uconn.edu>.



Course Schedule

8/29 Conceptualizing social media

Special instructions for this week:

Submit your answer to the following question BEFORE reading the day's articles:

- What is your working definition of "social media?" What are the elements that make social media unique from other media? What technologies are and are not included in social media?

After answering this question (on HuskyCT), submit one discussion question for each reading as usual.

Smith, A., & Anderson, M. (2018). Social media use in 2018. *Pew Research Center*. Retrieved from <http://www.pewinternet.org/2018/03/01/social-media-use-in-2018/>

Ellison, N. B., & boyd, d. m. (2013). Sociality through social network sites. In W. H. Dutton (Ed.), *The Oxford Handbook of Internet Studies* (pp. 151–172). Oxford: Oxford University Press.

Carr, C. T., & Hayes, R. A. (2015). Social media: Defining, developing, and divining. *Atlantic Journal of Communication*, 23(1), 46–65. <http://doi.org/10.1080/15456870.2015.972282>

Stoycheff, E., Liu, J., Wibowo, K. A., & Nanni, D. P. (2017). What have we learned about social media by studying Facebook? A decade in review. *New Media & Society*, (2015), 146144481769574. <https://doi.org/10.1177/1461444817695745>

Deadline: Discussion questions due at noon on Wednesday this week (Tuesday each following week)

9/5 Networks and social capital

Granovetter, M. S. (1973). The strength of weak ties. *American Journal of Sociology*, 78(6), 1360–1380. <http://doi.org/10.1086/225469>

Burke, M., Kraut, R., & Marlow, C. (2011). Social capital on Facebook: Differentiating uses and users. *Proceedings of the 2011 annual conference on Human factors in computing systems - CHI '11* (p. 571-580). New York, New York, USA: ACM Press. <http://doi.org/10.1145/1978942.1979023>

Maksl, A., & Young, R. (2013). Affording to exchange: social capital and online information sharing. *Cyberpsychology, Behavior and Social Networking*, 16(8), 588–92. <http://doi.org/10.1089/cyber.2012.0430>

Krämer, N., Rösner, L., Eimler, S., Winter, S., & Neubaum, G. (2014). Let the weakest link go! Empirical explorations on the relative importance of weak and strong ties on social networking sites. *Societies*, 4(4), 785–809. <http://doi.org/10.3390/soc4040785>

9/12 Motivations, needs, uses & gratifications

Chen, G. M. (2011). Tweet this: A uses and gratifications perspective on how active Twitter use gratifies a need to connect with others. *Computers in Human Behavior*, 27(2), 755–762. <http://doi.org/10.1016/j.chb.2010.10.023>

Orchard, L. J., Fullwood, C., Morris, N., & Galbraith, N. (2015). Investigating the Facebook experience through Q Methodology: Collective investment and a “Borg” mentality. *New Media & Society*, 17(9), 1547–1565. <http://doi.org/10.1177/1461444814530099>

Alhabash, S., & Ma, M. (2017). A Tale of Four Platforms: Motivations and Uses of Facebook, Twitter, Instagram, and Snapchat Among College Students? *Social Media + Society*, 3(1), 1-13. <https://doi.org/10.1177/2056305117691544>

Sumter, S. R., Vandenbosch, L., & Ligtenberg, L. (2017). Love me Tinder: Untangling emerging adults’ motivations for using the dating application Tinder. *Telematics and Informatics*, 34(1), 67–78. <https://doi.org/10.1016/j.tele.2016.04.009>

9/19 Social media as mass experiment platforms: Algorithms, big data, ethics

Ryan, T. J. (2012). What makes us click? Demonstrating incentives for angry discourse with digital-age field experiments. *The Journal of Politics*, 74(04), 1138–1152. <http://doi.org/10.1017/S0022381612000540>

Bond, R. M., Fariss, C. J., Jones, J. J., Kramer, A. D. I., Marlow, C., Settle, J. E., & Fowler, J. H. (2012). A 61-million-person experiment in social influence and political mobilization. *Nature*, 489(7415), 295–298. <http://doi.org/10.1038/nature11421>

Das, S., & Kramer, A. (2013). Self-censorship on Facebook. *Proceedings of the 7th International Conference on Weblogs and Social Media (ICWSM)* (pp. 120–127).

Kramer, A. D. I., Guillory, J. E., & Hancock, J. T. (2014). Experimental evidence of massive-scale emotional contagion through social networks. *Proceedings of the National Academy of Sciences*, 111(24), 8788–8790.
<http://doi.org/10.1073/pnas.1320040111>

*For more details on the controversy about the Kramer, et al., 2014 study, see:
http://laboratorium.net/archive/2014/06/30/the_facebook_emotional_manipulation_study_source

9/26 Collecting, tracking, and analyzing social media data

Lomborg, S., & Bechmann, A. (2014). Using APIs for data collection on social media. *The Information Society*, 30(4), 256–265.
<http://doi.org/10.1080/01972243.2014.915276>

Spiliotopoulos, T., Pereira, D., & Oakley, I. (2014). Predicting tie strength with the Facebook API. In *Proceedings of the 18th Panhellenic Conference on Informatics - PCI '14* (pp. 1–5). New York, New York, USA: ACM Press.
<http://doi.org/10.1145/2645791.2645817>

Highfield, T., & Leaver, T. (2015). A methodology for mapping Instagram hashtags. *First Monday*, 20(1). <http://doi.org/10.5210/fm.v20i1.5563>

Rainear, A. M., Lachlan, K. A., Oeldorf-Hirsch, A., & DeVoss, C. L. (2018). Examining Twitter content of state emergency management during Hurricane Joaquin. *Communication Research Reports*, 00(00), 1–10.
<https://doi.org/10.1080/08824096.2018.1503945>

Deadline: Proposal topic due Sunday, 9/30, 11:59pm

10/3 Sharing and engagement

John, N. A. (2012). Sharing and Web 2.0: The emergence of a keyword. *New Media & Society*, 15(2), 167–182. <http://doi.org/10.1177/1461444812450684>

Peng, J., Agarwal, A., Hosanagar, K., & Iyengar, R. (2018). Network overlap and content sharing on social media platforms. *Journal of Marketing Research*, 55(4), 571–585.
<https://doi.org/10.1509/jmr.14.0643>

Hopp, T., & Gallicano, T. D. (2016). Development and test of a multidimensional scale of blog engagement. *Journal of Public Relations Research*, 28(3–4), 127–145.
<https://doi.org/10.1080/1062726X.2016.1204303>

Voorveld, H. A. M., van Noort, G., Muntinga, D. G., & Bronner, F. (2018). Engagement with Social Media and Social Media Advertising: The Differentiating Role of Platform Type. *Journal of Advertising*, 47(1), 1–17.
<https://doi.org/10.1080/00913367.2017.1405754>

10/10 Self-presentation, identity, and impression management

Hogan, B. (2010). The presentation of self in the age of social media: Distinguishing performances and Exhibitions Online. *Bulletin of Science, Technology & Society*, 30(6), 377–386. <http://doi.org/10.1177/0270467610385893>

Rosenberg, J., & Egbert, N. (2011). Online impression management: Personality traits and concerns for secondary goals as predictors of self-presentation tactics on Facebook. *Journal of Computer-Mediated Communication*, 17(1), 1–18.
<http://doi.org/10.1111/j.1083-6101.2011.01560.x>

Choi, Y. H., & Bazarova, N. N. (2015). Self-disclosure characteristics and motivations in social media: Extending the functional model to multiple social network sites. *Human Communication Research*, 41(4), 480–500.
<http://doi.org/10.1111/hcre.12053>

Carr, C. T., & Foreman, A. C. (2015). Identity shift III: Effects of publicness of feedback and relational closeness in computer-mediated communication. *Media Psychology*, 3269(2009), 1–25. <http://doi.org/10.1080/15213269.2015.1049276>

10/17 Privacy, imagined audiences, and real audiences

Litt, E. (2012). Knock, knock. Who's there? The imagined audience. *Journal of Broadcasting & Electronic Media*, 56(3), 330–345.
<http://doi.org/10.1080/08838151.2012.705195>

Bernstein, M. S., Bakshy, E., Burke, M., & Karrer, B. (2013). Quantifying the invisible audience in social networks. *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems - CHI '13* (p. 21-30). New York, New York, USA: ACM Press. <http://doi.org/10.1145/2470654.2470658>

Debatin, B., Lovejoy, J. P., Horn, A.-K., & Hughes, B. N. (2009). Facebook and online Privacy: Attitudes, behaviors, and unintended Consequences. *Journal of Computer-Mediated Communication*, 15(1), 83–108.

<http://doi.org/10.1111/j.1083-6101.2009.01494.x>

Child, J. T., & Starcher, S. C. (2016). Fuzzy Facebook privacy boundaries: Exploring mediated lurking, vague-bookings, and Facebook privacy management. *Computers in Human Behavior*, 54(January), 483–490.

<https://doi.org/10.1016/j.chb.2015.08.035>

10/24 Seeking support and information

Lu, W., & Hampton, K. N. (2017). Beyond the power of networks: Differentiating network structure from social media affordances for perceived social support. *New Media & Society*, 19(6), 861–879.

<https://doi.org/10.1177/1461444815621514>

Ellison, N. B., Gray, R., Lampe, C., & Fiore, A. T. (2014). Social capital and resource requests on Facebook. *New Media & Society*, 16(7), 1104–1121.

<http://doi.org/10.1177/1461444814543998>

Oeldorf-Hirsch, A., Hecht, B., Morris, M. R., Teevan, J., & Gergle, D. (2014). To search or to ask: The routing of information needs between traditional search engines and social networks. *Proceedings of the 17th ACM conference on Computer supported cooperative work & social computing - CSCW '14* (pp. 16–27). New York, New York, USA: ACM Press. <http://doi.org/10.1145/2531602.2531706>

Hayes, R. A., Carr, C. T., & Wohn, D. Y. (2016). It's the audience: Differences in social support across social media. *Social Media + Society*, 2(4).

<https://doi.org/10.1177/2056305116678894>

Deadline: Social media data collection assignment due Sunday, 10/28, 11:59pm

10/31 Marketing and advertising

Knoll, J. (2016). Advertising in social media: A review of empirical evidence. *International Journal of Advertising*, 35(2), 266–300.

<https://doi.org/10.1080/02650487.2015.1021898>

John, L. K., Emrich, O., Gupta, S., & Norton, M. I. (2017). Does “liking” lead to loving? The impact of joining a brand’s social network on marketing outcomes. *Journal of Marketing Research*, 54(1), 144–155. <https://doi.org/10.1509/jmr.14.0237>

Liu, X., Burns, A. C., & Hou, Y. (2017). An investigation of brand-related user-generated content on Twitter. *Journal of Advertising*, 46(2), 236–247. <https://doi.org/10.1080/00913367.2017.1297273>

Gong, S., Zhang, J., Zhao, P., & Jiang, X. (2017). Tweeting as a marketing tool: A field experiment in the TV industry. *Journal of Marketing Research*, 54(6), 833–850. <https://doi.org/10.1509/jmr.14.0348>

11/7 Communicating science to the public

Sugimoto, C. R., Work, S., Larivière, V., & Haustein, S. (2017). Scholarly use of social media and altmetrics: A review of the literature. *Journal of the Association for Information Science and Technology*, 68(9), 2037–2062. <https://doi.org/10.1002/asi.23833>

Didegah, F., Mejlgaard, N., & Sørensen, M. P. (2018). Investigating the quality of interactions and public engagement around scientific papers on Twitter. *Journal of Informetrics*, 12(3), 960–971. <https://doi.org/10.1016/J.JOI.2018.08.002>

Welbourne, D. J., & Grant, W. J. (2016). Science communication on YouTube: Factors that affect channel and video popularity. *Public Understanding of Science*, 25(6), 706–718. <https://doi.org/10.1177/0963662515572068>

Vraga, E. K., & Bode, L. (2017). Using expert sources to correct health misinformation in social media. *Science Communication*, 39(5), 621–645. <https://doi.org/10.1177/1075547017731776>

11/14 News and politics

Bright, J. (2016). The social news gap: how news reading and news sharing diverge. *Journal of Communication*, 66(3), 343–365. <https://doi.org/10.1111/jcom.12232>

Gil de Zúñiga, H., Weeks, B., & Ardèvol-Abreu, A. (2017). Effects of the news-finds-me perception in communication: Social media use implications for news seeking and learning about politics. *Journal of Computer-Mediated Communication*, 22(3), 105–123. <https://doi.org/10.1111/jcc4.12185>

Halpern, D., Valenzuela, S., & Katz, J. E. (2017). We face, I tweet: How different social media influence political participation through collective and internal efficacy. *Journal of Computer-Mediated Communication*, 22(6), 320–336. <https://doi.org/10.1111/jcc4.12198>

Barnidge, M., Gil de Zúñiga, H., & Diehl, T. (2017). Second screening and political persuasion on social media. *Journal of Broadcasting & Electronic Media*, 61(2), 309–331. <https://doi.org/10.1080/08838151.2017.1309416>

11/21 Thanksgiving break!

11/28 Health and well-being

Verduyn, P., Lee, D. S., Park, J., Shaback, H., Orvell, A., Bayer, J., ... Kross, E. (2015). Passive Facebook usage undermines affective well-being: Experimental and longitudinal evidence. *Journal of Experimental Psychology: General*, 144(2), 480–488. <https://doi.org/10.1037/xge0000057>

Zhang, N., Campo, S., Yang, J., Janz, K. F., Snetselaar, L. G., & Eckler, P. (2015). Effects of social support about physical activity on social networking sites: Applying the Theory of Planned Behavior. *Health Communication*, 30(12), 1277–1285. <https://doi.org/10.1080/10410236.2014.940669>

Chung, A. E., Skinner, A. C., Hasty, S. E., & Perrin, E. M. (2017). Tweeting to health: A novel mHealth intervention using Fitbits and Twitter to foster healthy lifestyles. *Clinical Pediatrics*, 56(1), 26–32. <https://doi.org/10.1177/0009922816653385>

Burke, M., & Kraut, R. E. (2016). The relationship between Facebook use and well-being depends on communication type and tie strength. *Journal of Computer-Mediated Communication*, 21(4), 265–281. <https://doi.org/10.1111/jcc4.12162>

12/5 The social media debate: Good, bad, unstoppable

Special instructions for this week:

Submit your answer to the following question *in addition to reading the day's discussion questions*:

- Where do we go next with social media research? There is growing debate about whether social media, and related Internet and mobile technologies, are generally doing more good or more bad in our society. Are they inherently positively or negatively influential? Or are they ultimately just neutral tools with which we can make positive or negative choices? How should we think about them, and in turn, how should we study them? Think about where you stand in

this debate, submit your response, and come to class prepared to share what our next research steps should be.

Buckingham, D. (2015). Defining digital literacy: What do young people need to know about digital media? *Nordic Journal of Digital Literacy*, 21–34. Retrieved from: https://www.idunn.no/dk/2015/Jubileumsnummer/defining_digital_literacy_-_what_do_young_people_need_to_kn

Brabham, D. C. (2015). Studying normal, everyday social media. *Social Media + Society*, 1(1). <http://doi.org/10.1177/2056305115580484>

O'Sullivan, P. B., & Carr, C. T. (2017). Masspersonal communication: A model bridging the mass-interpersonal divide. *New Media & Society*, 1–20. <https://doi.org/10.1177/1461444816686104>

Gehl, R. W. (2015). The case for alternative social media. *Social Media + Society*, 1(2). <http://doi.org/10.1177/2056305115604338>

Deadline: Research proposal due Sunday, 12/16, 11:59pm

12/12 Research Presentations
(Finals
week)