

eh 331: writing for social media

FALL 2022 | 12206, SECTION 001 | HYBRID (MOSTLY ON CAMPUS)
STONE CENTER 229 | TUES/THURS 2:30PM–4:00PM

instructor: Dr. Allegra W. Smith (she/her/hers)
email: awsmith@jsu.edu
office: Stone Center 206, [Virtual Zoom Office](#) (password: orange)
office hours: virtual Monday 12pm–3pm, Wednesday 7pm–9pm
on campus Tuesday 11am–1pm, Wednesday 10am–12pm or by appointment



course description:

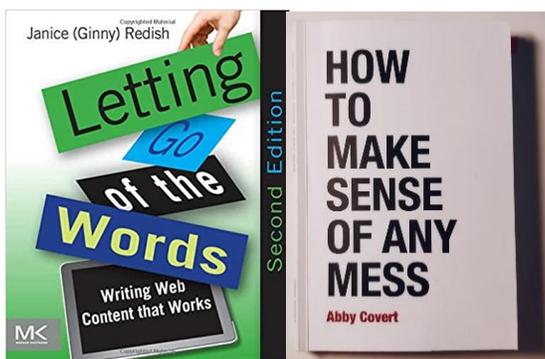
Writing style, research methods, rhetorical strategy, and best practices for social media content on Facebook, Instagram, Twitter, and other platforms.

learning outcomes:

By the end of EH 331, students will be able to...

- Review and assess social media strategies for corporate, nonprofit, education, and individual clients through content audit and inventory techniques
- Compose social media content through textual, visual, video, and audio modes
- Design and implement social media strategies and campaigns across a variety of platforms (e.g., Facebook, Twitter, Instagram, Snapchat, TikTok, etc.)
- Plan and manage large-scale digital publication projects, both individually and in teams

required texts:



Covert, A. (2014). *How to Make Sense of Any Mess*. CreateSpace. ISBN 1500615994. Freely available online at howtomakeseneofanymess.com.

Redish, J. (2012). *Letting Go of the Words: Writing Web Content that Works* (2nd edition). Morgan Kaufmann. ISBN 0123859301. Free to read online through the [JSU Library](#).

All other materials will be made available on Canvas or through the JSU Houston Cole Library at jsu.edu/library.

assignments & grading:

Note that these are just brief descriptions. Each project has multiple required components (e.g., brainstorming activities, outlines, reflections, etc.) and full assignments will be provided on Canvas. See the course calendar for due dates.

blog posts (10% of final grade) in lieu of traditional discussion board type reading responses, we will engage with course texts and other assigned materials (e.g., videos, articles, etc.) on a class blog: <https://eh331jsu.wordpress.com/>. Weekly posts and replies to classmates will form 10% of your grade

resource presentation (10% of final grade) individually presenting a 3–5-minute talk of a resource related to social media writing (a website, tool, book, platform, etc.), given in front of the class

content inventory and audit (10% of final grade) compiling a spreadsheet and brief report analyzing the social media assets and strategies of a company or organization that interests you

media kit (10% of final grade) assembling a group of materials—a press release, a fact sheet infographic, and posts for 3 platforms—to communicate with a company or organization’s external publics, like journalists and community members

advocacy story design (10% of final grade) educating an audience about an issue or phenomenon through a series of Instagram posts

style guide (10% of final grade) creating a quick reference guide for content creators that outlines the tone and style of social media for an organization

team project (20% of final grade) collaborating in groups with community partners to create and pitch a social media strategy (content audit, style guide, etc.) and campaign (deliverables, timeline, etc.) to reach their stated goals for digital content

reflection and assessment (5% of final grade) assessing your learning during this semester, you will consider your own work and take stock of your growth

short assignments, classroom participation & professional ethos (15% of final grade) participation in classroom activities, writing short assignments, peer reviewing other classmates’ drafts, and engaging in other work will form this component of your course grade

FINAL GRADE POLICY:

I do not curve/round up grades or offer extra credit at the end of the semester. The grading scale for this course is as follows:

A	B	C	D	F
100%–90%	89%–80%	79%–70%	69%–60%	59% or below
4.0	3.0	2.0	1.0	0.0

LATE WORK:

Let me know if you feel the need to submit something late; I'd rather you turn something in late and well done than on time and half-baked. Assignments are due at are 11:59pm Central Time on the specified date, unless otherwise noted.

WHAT IF I GET STUCK?

If you're struggling with course content, projects, or deadlines, please talk with me sooner rather than later! You can always send me an email or schedule a video chat appointment with me by [using my scheduling link](#).

technology requirements:

To participate in course activities, the following technologies are required:

- A high-speed internet connection, which you will access daily for course messages through email, as well as to use Canvas
- A laptop or desktop computer with Windows 7 or higher, or Mac OS 10.6 Snow Leopard or higher
- A microphone and/or webcam, for video conferencing
- A program that can open PDFs (such as Acrobat or Preview)
- Microsoft Office or Google Docs (please save documents in .doc, .docx, or .pdf formats—no PAGES files, please!)
 - You can use Apple's Office suite or open source equivalents to compose text, but you will learn advanced Microsoft Word features for designing documents in this course, so you need to have Word available on your computer.

Please see the university's [Student Laptop Policy](#) for more information. If you do not have the Office suite, you can download it for free using your JSU GEM account. Instructions are available [here](#).

copyright and intellectual property:

All videos, documents, and content in this course may only be used in and for this class. No video, document, or content may be downloaded or captured for personal use beyond this class without the written permission of its owner. Likewise, please seek permission from the instructor before recording (video or audio) the instructor or any portion of class.

canvas help and support:

Please visit the [Online@JSU](#) website for general Canvas help and support and for [Canvas computer requirements](#).

general jsu tech support:

website: [Technology Support Center](#)

email: techcenter@jsu.edu

phone: 256-782-8324

jsu academic honesty policy:

In a university community, true knowledge can be gained only through honest means. All academic dishonesty is expressly prohibited. This policy is applicable for campus and distance learning activities. Students who violate this Academic Honesty Policy will be subject to disciplinary actions which could range from a zero on an assignment to failure of the course; repeated offenses can result in dismissal from the university. Violations include, but are not limited to, the following:

1. The use of unauthorized materials or the receipt of unauthorized assistance during an examination or in the completion of any other assignment, exercise, experiment, or project for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers, or other supplementary items.
2. Copying or utilizing information from a paper of another student during an examination.
3. Rendering unauthorized assistance to another student by knowingly permitting him or her to copy an examination, project, paper, assignment, exhibit, exercise, or other material to be submitted for academic credit.
4. Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.
5. Selling or giving to another student unauthorized copies of tests or examinations or research assignments.
6. The use of a commercially prepared term paper or research project or the submission of a paper, project, or experiment completed by someone other than the student submitting any of the above for academic credit.
7. Falsifying class attendance.
8. Falsifying reasons why a student did not attend a required class or take a scheduled examination.
9. Taking an examination in the place of another student.
10. Making unauthorized change in any reported grade or on an official academic report form.
11. Unauthorized collaboration between two students on an examination, paper, or project.
12. Plagiarism, which is the deliberate act of copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgment of their true source.
13. Making use of computing facilities in an academically dishonest manner.

accessibility:

Any student with a disability needing academic adjustments or accommodations is requested to speak with [Disability Support Services](#) (DSS) and the instructor, as early in the semester as possible. All discussions will remain confidential. Disability Support Services is in 139 Doughty Hall, or students can call (256) 782-8380 or email dss@jsu.edu.

mental health note:

JSU is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, or in need of support, services are available. For help, contact Counseling Services at (256) 782-5475 or [its website](#), or through its counselors located at 147 Trustee Circle during business hours.

basic needs statement:

Any student who faces challenges securing food or housing and believes this may affect their performance in this course is encouraged to contact the [Dean of Students Office](#) and/or the Counseling Center for support. Additionally, the [Gamecock Market](#) (in the basement of Sparkman Hall) offers free services including food, clothing, hygiene products, and school supplies. You can also notify your instructor if you are comfortable doing so. This will enable her to provide any resources that she may possess.

military-connected student statement:

The Office of Veteran Services serves all active duty, guard, reserve, veteran, and dependent students at JSU. If you have any questions about Veteran Services, please contact (265) 782-8838, veterans@jsu.edu, or the physical location in the basement of Doughty Hall. If you are a student currently serving in the military (Active Duty, Guard, or Reserves) with the potential of being called to military service or training during the semester, you are encouraged to contact your course instructor no later than the first week of class to discuss the class attendance policy. The instructor may make accommodations for this absence or suggest that you take the course at another time.

title ix statement:

Jacksonville State University does not discriminate based on sex in the educational programs or activities that it operates. JSU is required, by Title IX of the Education Amendments of 1972 and the Department of Education regulations to implement Title IX, not to discriminate in such a manner. This requirement to not discriminate in educational programs and activities extends to employment by the university and to admission thereto. This may include sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and other conduct that is addressed in our “Sex-Based Harassment and Misconduct Policy.” Anyone with knowledge of this type of conduct is asked to

immediately report such incidents to the University Police Department at (256) 782-5050 or the Title IX Coordinator at (256) 782-5769. If an individual wishes to keep the information confidential, the individual may speak with a counselor at the Counseling Services office at (256) 782-5475 or a medical provider at JSU's Health Center (256) 782-5310. For more information about Title IX or to report a concern, please visit the JSU [Title IX webpage](#).

As a faculty member at JSU, I am a mandatory reporter. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

- [Report a Concern](#)
- [Title IX Grievance Procedure](#)
- [Campus Resources for Sexual Assault, Violence, and Harassment](#)
- [Victim Services Fund Application](#)
- [JSU's Sex-Based Harassment and Misconduct Policy](#)

limits to confidentiality:

Written and spoken materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of JSU community members and others. As the instructor, I must report the following information to other University offices (including the Police/Department of Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if maltreatment happened when you were a child;
- Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with [JSU Counseling Services](#).

course calendar:

** This schedule is tentative. If readings or added or deadlines are changed, a revised class schedule will be posted.

week	day	objective(s)	work due
1	Th 8/25	<i>Syllabus, Expectations</i>	Come to class and introduce yourself!
2	Tu 8/30	<i>What's Rhetoric Got to Do with It? / Resource Sharing</i>	Selections from Losh, Alexander, Cannon, & Cannon, <i>Understanding Rhetoric</i> ★★ Week 2 Blog Post due by 11:59pm Sunday, 8/28; 2 replies to classmates due by class time on Tuesday, 8/30
	Th 9/1	<i>What is Social Media? (Yeah, I Know You Think You Know, but Like, Really, What is It? And Why Should We Care?)</i>	<i>Letting Go of the Words</i> , pgs. 1–44 (“Content” and “Planning: Purposes, Personas, Conversations”) ★★ Writing Process Map due by 9:15am
3	Tu 9/6	<i>Introducing Content Audits; Writing Memos</i>	Land on <i>Content Audits and Inventories</i> (available on Canvas) ★★ Week 3 Blog Post due by 11:59pm Sunday, 9/4; 2 replies to classmates due by class time on Tuesday, 9/6
	Th 9/8	<i>Affordances and Constraints; SWOT Analysis</i>	<i>How to Make Sense of Any Mess</i> , Chapters 1 & 2 ★★ Content Audit Proposal Memo due by 11:59pm on Friday, 9/9
4	Tu 9/13	<i>Accessibility</i>	Pick a chapter of <i>Rhetorical Accessibility</i> (ed. Lisa Melonçon, available to read online through the JSU Library) to write a reflection before class Karwai Pun for Gov.UK, “Dos and don’ts on designing for accessibility” ★★ Week 4 Blog Post due by 11:59pm Sunday, 9/11; 2 replies to classmates due by class time on Tuesday, 9/13
	Th 9/15	<i>Information Design; Looking at Audits</i>	<i>How to Make Sense of Any Mess</i> , Chapters 3 & 4 ★★ Content Audit Progress Report Memo due by 11:59pm on Friday, 9/16
5	Tu 9/20	<i>Writing Workshop; Sentence Types</i>	Bill Hart-Davidson, “Describe, Evaluate, Suggest” ★★ Have a copy of your Content Inventory & Audit prepared on your laptop for peer review in class
	Th 9/22	<i>NO CLASS</i>	No class today; instead, work on revising your Content Inventory & Audit according to your peer feedback

week	day	objective(s)	work due
6	Tu 9/27	<i>Media Kits; Press Releases</i>	<i>Letting Go of the Words</i> , pgs. 189–195 (Interlude 3: “The New Life of Press Releases”) ★★ Week 6 Blog Post due by 11:59pm Sunday, 9/25; 2 replies to classmates due by class time on Tuesday, 9/27
	Th 9/29	<i>Document Design</i>	<i>Letting Go of the Words</i> , pgs. 45–71 (“Designing for Easy Use”) ★★ Content Inventory and Audit due by 11:59pm
7	Tu 10/4	TBA	<i>Letting Go of the Words</i> , pgs. 157–187 (“Clear Headlines” and “Useful Headings”) ★★ Week 7 Blog Post due by 11:59pm Sunday, 10/2; 2 replies to classmates due by class time on Tuesday, 10/4
	Th 10/6	<i>Copyright and Intellectual Property</i>	Aoki, Boyle, & Jenkins, “Bound by Law”
8	Tu 10/11	<i>Document Design Strikes Back; Media Kit Workshopping in Class</i>	★★ Week 8 Blog Post due by 11:59pm Sunday, 10/9; 2 replies to classmates due by class time on Tuesday, 10/11
	Th 10/13	<i>Advocacy Carousels</i>	★★ Media Kit due by 11:59pm
9	Tu 10/18	<i>Audiences and Personas</i>	★★ Week 9 Blog Post due by 11:59pm Sunday, 10/16; 2 replies to classmates due by class time on Tuesday, 10/18
	Th 10/20	<i>Style Guides</i>	<i>Letting Go of the Words</i> , pgs. 303–306 (Interlude 5: “Creating an Organic Style Guide”)
10	Tu 10/25	<i>Advocacy Story Workshopping in Class</i>	★★ Week 10 Blog Post due by 11:59pm Sunday, 10/23; 2 replies to classmates due by class time on Tuesday, 10/25
	Th 10/27	TBA	★★ Advocacy Story due by 9:15am
11	Tu 11/1	<i>Introducing the Strategy Project; Working in Teams</i>	★★ Week 11 Blog Post due by 11:59pm Sunday, 10/30; 2 replies to classmates due by class time on Tuesday, 11/1
	Th 11/3	TBA	<i>Letting Go of the Words</i> , pgs. 125–156 (“Focusing on Conversations and Key Messages”)
12	Tu 11/8	<i>Usability</i>	Usability.gov’s Web Usability Guidelines, Chapters 15, 16, & 18 ★★ Week 12 Blog Post due by 11:59pm Sunday, 11/6; 2 replies to classmates due by class time on Tuesday, 11/8 ★★ Style Guide due by 11:59pm
	Th 11/10	TBA	

week	day	objective(s)	work due
13	Tu 11/15	<i>TBA</i>	
	Th 11/17	<i>TBA</i>	
14	Tu 11/22	<i>Thanksgiving Break</i>	<i>University Closed—enjoy your break!</i>
	Th 11/24	<i>Thanksgiving Break</i>	<i>University Closed—enjoy your break!</i>
15	Tu 11/29	<i>Final Project Prep</i>	
	Th 12/1	<i>Final Project Presentations</i>	Final project presentations in class
16	Tu 12/6	<i>Celebrating—no class!</i>	★★ Final Team Project deliverables due by 11:59pm
Finals		<i>Finish your Work</i>	★★ Final Reflection and Assessment due by 11:59pm on Wednesday, 12/7