# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not ever delete any of the numbered categories—if they do not apply leave them blank. ALL numbered categories in section (A) must be completed. If there are no resources impacted it is okay to put “none” in A. 7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **COMM 245 Social media communication** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A. 1b. Academic unit | **Faculty of Arts and Sciences** | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | |  |
| A.3. [Originator](#Originator) | **E. J. Min** | [Home department](#home_dept) | **Communication** | | |
| A.4. [Context and Rationale](#Rationale)  Note: Must include this additional information for all [new programs](#type) | Social media is an integral part of contemporary society; transforming the way we communicate, use information and understand the world. In today’s world, it has become an essential element for college students and higher learning institutions. The students can explore critical questions about social media and investigate issues of identity, ownership, power, race, gender, identity, branding, privacy, class and (in)justice. This course aims to introduce the general concept of what social media is, its impact on society (domestically and internationally), messaging constructs, the legal frameworks, and traditional media such as television, radio, journalism, film, advertising, and public relations. | | | | |
| A.5. [Student impact](#student_impact) | Acquire an understanding of key concepts for research on social media, through examining and reflecting upon the practice of others. | | | | |
| A.6. [Impact on other programs](#impact) | **None** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*](#facilities): | **None** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2023** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and **delete any catalog pages not relevant for this proposal**. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is preferred. Send catalog copy as a separate single Word file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **Delete section B if the proposal does not include a new or revised course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **COMM 245** |
| B.2. Cross listing number if any |  | **None** |
| B.3. [Course title](#title) |  | **Social Media Communication** |
| B.4. [Course description](#description) |  | Students will explore the development of social media by situating them in broader social, political, historical, cultural, and industrial contexts. |
| B.5. [Prerequisite(s)](#prereqs) |  | **None** |
| B.6. [Offered](#Offered) |  | **Fall** |
| B.7. [Contact hours](#contacthours) |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **| Lecture | Seminar | Small group | Individual |** |
| B.11.a [Delivery Method](#instr_methods) |  | **On campus** |
| B.12.[Categories](#required) |  | **Major elective** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **YES**  **category: SB** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes | Projects |** |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **30** |
| B.17. [Redundancy statement](#competing) |  | **NONE** |
| B. 18. Other changes, if any |  | |

| B.19**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Students will be able to understand how to analyze and critique social media platforms by examining their impacts on a variety of social issues such as privacy, surveillance, free speech, and participatory democracy through lectures, class exercises and activities, and assignments. |  | Through exams, papers, analysis, leading a discussion, and group projects. |
| Students will be able to understand how social media (as a social system) operates by examining historical, economical, technological, political aspects, and cultural conditions of social media, and overall relationship between social media and society through lectures, class exercises and activities, and assignments. |  | Through exams, papers, analysis, leading a discussion, and group projects. |
| Students will be able to understand how to analyze several ethical issues by examining and identifying transgression, deception, authenticity relating to social media including how social media play a role in the construction of one’s identity - gender, race, ethnicity, sexuality – and community through lectures, class exercises and activities, and assignments. |  | Through exams, papers, analysis, leading a discussion, and group projects. |
| Students will be exposed to empirical studies in social media and learn how various social media models and theories are generated through assigned readings and assignments. The course will also discuss some of difficulties and limitations of scientific researches in social media. |  | Through exams, papers, analysis, leading a discussion, and group projects. |

| B.20. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1. **History and evolution of social media**: explore the origins of social media by examining pre-internet roots, history of social networking, and social media’s ongoing evolution. How did it begin? How has social media affected the lives of billions of people? 2. **Construction of Identity, Race, Gender, and Sexuality in social media**: examines a range of perspectives on how digital cultures of identity, gender, race, and sexuality are made, focusing on social media as a particular site of these processes. 3. **Social media and Journalism**: examines the impacts (negative and positive) of social media such as Facebook, Twitter, etc. on journalism and how these sites pose challenges & risks and provide new possibilities for the future of journalism. 4. **Social Media and Privacy**: due to too many social media platforms collect too much personal data, algorithmic processing, and commercial exploitation of those data, our private daily behaviors such as our political views, buying habits, personal characteristics, etc. are often compromised. This topic explores the areas of invasion of privacy, remedies, and impacts on overall individual and national security. 5. **Celebrity and Authenticity**: examines the difference in the type of authenticity traditional celebrities and social media celebrities employ (e.g. well managed authenticity vs. social media’s staged authenticity). 6. **Transgression and Deception**: explores the ethics in social media and how social media has encouraged or discouraged the deceptive communicative behaviors. How the deceptive communication and moral transgression in social media affect individuals, groups, and society? Are there healthy and positive deceptive communication behaviors? 7. **Social Media and television, film and music**: examines how social media has influenced the traditional television, film, music industries, how social media has changed the entertainment experience, and how social media has impacted on our viewing and listening choices and positions. 8. **Branding and Promotion in the age of Social Media**: examines and compares social media and traditional media in branding and promotional power and impacts. 9. **Social media and democracy**: examines how social media has influenced our democracy, how the misinformation and divisive politics in social media influence the democratic processes, and how social media informs and raises awareness. 10. **Social Media and Digital Gaps and Divides**: examines how social media can amplify the existing inequalities due to the discrepancies in affordability, availability, connectivity, gender issues, income, urbanization, and education. |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed signature copy of this whole form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Joe Zornado | Chair of COGE | \*approved by -email | 3/3/2023 |
| Giselle Auger | Chair of Communication | \*approved by -email | 2/24/2023 |
| Earl Simson | Dean of FAS | Earl Simson | 3/6/2023 |
| Jeannine Dingus-Eason | Dean of Education | \*approved by e-mail | 3/8/2023 |
| Jayashree Nimmagadda | Dean of Social Work | \*approved by e-mail | 3/8/2023 |
| Justin DiLibero | Dean of Nursing | \*approved by e-mail | 3/8/2023 |
| Marianne Raimondo | Dean of Business | \*approved by e-mail | 3/8/2023 |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.