



UNIVERSITY of HAWAII®
WINDWARD
COMMUNITY COLLEGE

ICS 119: Intro to Social Media

3 Credits (CRN 61501)

Hale Pālanakila 124

MW 10:00–11:15 AM

INSTRUCTOR: Nakoa Camvel
OFFICE: Hale 'Ākoakoa 203B (2nd Floor, Kailua-facing side)
OFFICE HOURS: MW 1:30–3:30 PM
TELEPHONE: (808) 462-4719 **EMAIL:** camvel@hawaii.edu
[please allow up to 24 hours for a response]
EFFECTIVE DATE: Fall 2023

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

'O kēia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i ko Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kula nui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike akeakamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kula nui e kāko'o a e ho'okumu i ala e hiki ke kokua i ka ho'onui 'ika a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a ko O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu – hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment – inspiring students to excellence.

CATALOG DESCRIPTION

This course will provide students with the foundation to build a social media presence on the Web, develop a personal brand and create a social media campaign to share ideas, expertise and their life purpose. Students will learn the fundamentals of choosing a personal brand and message, then move to social media, content creation and creating an online identity. Popular social web tools such as Blogger, UH Google, Twitter, Facebook, Instagram, Pinterest, YouTube, and

NOTE: The syllabus may be altered as necessary during the term. Any changes will be communicated to the class with adequate lead time. Such adjustments are at the discretion of the instructor and are intended to optimize the learning experience.

Canva will be addressed. At the conclusion of the course students will have created, implemented and analyzed the results of a social media campaign.

Activities Required at Scheduled Times Other than Class Times

Include activities, such as completion of library sections, conferences, discipline lab work, or any activity the student must complete outside of regularly scheduled class time.

STUDENT LEARNING OUTCOMES

As a result of taking this course, students can expect to attain the following outcomes:

1. Utilize appropriate social media tools to create an online identity.
2. Create compelling content that uniquely represents you and your message.
3. Implement and execute a social media campaign analyzing its effectiveness.
4. Understand the roles and responsibilities of a content creator and be able to engage with the community.

COURSE SCHEDULE

Week 1-2: Introduction to Social Media

- Overview of social media: history, evolution, and impact on society.
- Introduction to the major social media platforms: Facebook, Twitter, Instagram, TikTok, YouTube.
- Discussion: personal experiences with social media.
- Group Assignment: Research a social media platform and present your findings using Google Slides

Week 3-4: Branding and Visual Storytelling on Instagram

- Understanding visual storytelling: composition, color, lighting, etc.
- Assignment: Create your own Instagram profile with a unique brand.
- Practical exercise: Create a series of posts that tell a story or convey a theme.

Week 5-6: Social Media Strategy and Engagement

- Developing a content strategy for Instagram.
- The art of engagement: Building an audience and fostering interaction.
- Group Assignment: Develop and implement an audience engagement strategy and present findings using Google Slides

Week 7-8: Hashtags, Captions, and Growth Strategies

- The power of hashtags and captions: Tips and best practices.
- Developing and implementing a growth strategy on Instagram.

- Class Activity: “Hash It Out!” (Hashtag Game)
- Assignment: Choose a niche hashtag and explore the community that uses it. Who are they? What content do they share? How do they interact?

Week 9: Digital Literacy: Identifying Fake News

- Understanding the rise and impact of fake news.
- Identifying fake news and evaluating credibility.
- Assignment: Find and analyze examples of fake news on social media.

Week 10: Digital Literacy: Online Privacy

- Online Privacy: Privacy settings, personal data, risks.
- Class Activity: Digital Footprint Analysis.
- Assignment: Instagram post about online privacy.

Week 11: Digital Literacy: Responsible Social Media Use

- Responsible Use: Etiquette, cyberbullying, digital footprints.
- Long-term Consequences: Understanding online behavior effects.
- Assignment: Reflection paper on online behavior.

Week 12: Digital Literacy: Content Creation and Sharing

- Content Creation: Copyright, fair use, citing sources.
- Assignment: Create digital content (e.g., blog post, video) and share on social media.

Week 13-15: Final Project

- Introduction: Discuss the final project and expectations.
- Workshops: Guided work sessions, individual/group consultations.
- Presentations: Students present their Instagram profiles and reflect on their learning journey.

Week 16: Course Review

- Course Review: Discuss key learnings.
- Wrap-up: Reflect on the course and gather feedback.
- Additional Presentations: If needed, additional time for final project presentations.

[course schedule subject to change]

ASSESSMENT TASKS AND GRADING

The letter grade for this course will be given as follows: 1000 points total.

- A 900 - 1000 points
- B 800 - 899 points
- C 700 - 799 points

- D 600 - 699 points
- F Below 600 points

Breakdown:

Attendance & Participation (25%): 250 points

Quizzes (15%): 150 points

Assignments (25%): 250 points

Projects (20%): 200 points

Final Project (Final Exam) (15%): 150 points

Total: 1000 points

COURSE CONTENT

Primary topics covered in this course:

- **Introduction to Social Media:** Overview of various social media platforms, their history, evolution, and impact on society.
- **Digital Citizenship and Online Ethics:** Understanding the concept of digital citizenship, online etiquette, and ethical considerations when using social media.
- **Personal Branding and Online Identity:** Exploration of how to create and manage a personal brand on social media, including the development of a unique online identity.
- **Content Creation and Visual Storytelling:** Learning about creating engaging content, visual storytelling techniques, and the use of multimedia in social media posts.
- **Social Media Strategy and Engagement:** Developing a comprehensive social media strategy, understanding audience engagement, and learning how to foster interaction and build an online community.
- **Growth Strategies and Analytics:** Understanding the use of hashtags, captions, and other growth strategies. Introduction to basic social media analytics and how to track growth and engagement.
- **Digital Literacy and Online Privacy:** Identifying fake news, understanding online privacy, and learning about the potential risks and how to protect personal information online.
- **Social Media Campaign:** Planning, implementing, and analyzing a social media campaign. This will be a culmination of all the skills learned throughout the course, allowing students to apply their knowledge in a practical project.

Skills or Competencies

Windward CC does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran.

1. **Computer and Internet Proficiency:** This includes downloading and uploading files, attaching files to emails, and effectively searching and surfing the internet.
2. **File Management:** Students should be able to locate downloaded files for re-upload, and handle attachments in emails.
3. **Digital Communication:** This involves understanding how to use email effectively, including attaching files, and managing multiple online accounts that require usernames and passwords.
4. **Content Creation:** Skills in taking photos and creating videos on a phone are necessary, as well as the ability to copy and paste web addresses into hyperlinks.
5. **Social Media and Digital Literacy:** Being savvy with social media is vital in today's climate, along with presentation skills, word processing, touch typing, and using keyboard shortcuts.
6. **Adaptability and Continuous Learning:** This includes the ability to learn new technologies and adapt to the ever-changing digital landscape.

LEARNING RESOURCES

List textbooks (including full titles, author names, & ISBNs), materials or supplies required or recommended for the course, as well as relevant learning labs, tutoring services, technical support, etc.

REQUIREMENTS OF THE COURSE

- Access to an up to date computer with an Internet connection
- A smartphone/mobile device with a camera and video camera
- An up to date Internet browser
- Familiarity with Lulima, UH Google and what social media tools do.

ADDITIONAL INFORMATION

- Attendance is vital for success. Each class session, students will be expected to create 3 posts/reactions to the content being taught.
- **MySuccess:** Students may be referred for extra help or advising through MySuccess. Students can also explore resources at MySuccess.Hawaii.edu and windward.hawaii.edu/MySuccess

DISABILITIES ACCOMMODATIONS

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class.

Accessibility Counselor: Jodi Asato

Hale Kāko'o 105

Phone: (808) 235-7472

Email: jodiaka@hawaii.edu

SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Leslie Cabingabang, Confidential Advocate

Phone: (808) 348-0432

Email: leslie.cabingabang@hawaii.edu

Office:

Desrae Kahale, Mental Health Counselor & Confidential Resource

Phone: (808) 235-7393

Email: dkahale3@hawaii.edu

Office: Hale Kāko'o 101

Ozoa-Aglugub, Mychal (Mykie), Deputy Title IX Coordinator

Phone: (808) 235-7468

Email: mozoa@hawaii.edu

Office: Hale 'Alaka'i 120

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

ACADEMIC INTEGRITY

Work submitted by a student MUST BE THE STUDENT'S OWN WORK.

In this course, students must be the primary and majority authors of text, code, analysis, images, graphics, and all course work products and assignments. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author. This also extends to using artificial intelligence applications such as ChatGPT, Google BARD, Jasper.ai—misrepresenting AI-generated work as your own is considered a violation of academic integrity. **Just don't plagiarize—PERIOD!** 🙅🏻‍♂️🙅🏻‍♀️

In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

ALTERNATE CONTACT INFORMATION

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422