

# Cover Sheet: Request 11156

## AEC3XXX Social Media Strategy and Leadership for Agricultural and Life Sciences

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Lisa Lundy lisalundy@ufl.edu
Created	9/29/2016 8:45:21 AM
Updated	11/13/2017 5:23:01 PM
Description of request	New undergraduate course request.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Lisa Lundy		3/26/2017
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Lisa Lundy	Edits required of the CALS CC have been made.	4/21/2017
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lisa Lundy	Added to the May agenda.	4/25/2017
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Lisa Lundy	Further discussion needs to take place regarding consult and planned offerings.	6/27/2017
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Lisa Lundy	Requested corrections and consult from COJ (10/9/17) have been addressed.	10/9/2017
CALS Social Media Course.doc					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lisa Lundy	Added to November agenda	10/24/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/24/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 11156

### Info

**Request:** AEC3XXX Social Media Strategy and Leadership for Agricultural and Life Sciences

**Description of request:** New undergraduate course request.

**Submitter:** Lisa Lundy lisalundy@ufl.edu

**Created:** 4/17/2017 4:06:51 PM

**Form version:** 2

### Responses

**Recommended Prefix**AEC

**Course Level** 3

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title**Social Media Strategy and Leadership for Agricultural and Life Sciences

**Transcript Title**Soc Med Ag/Life Sci

**Degree Type**Baccalaureate

**Delivery Method(s)**4136On-Campus

**Co-Listing**No

**Effective Term**Fall

**Effective Year**2017

**Rotating Topic?**No

**Repeatable Credit?**No

**Amount of Credit**3

**S/U Only?**No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** Students will learn how, when and why to use various social media tools. Students will also learn to measure the effectiveness of these tools in reaching audiences with agricultural and life science messages.

**Prerequisites** None

**Co-requisites** None

**Rationale and Placement in Curriculum** This course will help students in our program understand the role of social media in communication and leadership development for agricultural and life sciences. They will explore strategies for communicating via social media. They will also learn about using analytics to evaluate the effectiveness of social media messages for agricultural and life sciences.

**Course Objectives** 1.Students will understand the concepts and theories that inform the use of social media.

2.Students will learn how various traditional and social media strategies and tools can contribute to organizational effectiveness.

3.Students will be able to provide strategic counsel to organizations, based on an understanding of core concepts of public relations and social media, about how, why and when to use social media tools.

4.Students will develop digital messages for agriculture and natural resources.

5.Students will evaluate the effectiveness of various digital messages for agriculture and natural resources.

**Course Textbook(s) and/or Other Assigned Reading**Kerpen (2015). Likeable Social Media. Paine (2011). Measure What Matters.

**Weekly Schedule of Topics** Week of Aug. 22 - Course Intro & Overview

Week of Aug. 29 - Authenticity & Branding Yourself

Week of Sept. 5 - Defining & Understanding Your Audience for Ag/Life Science Issues  
Week of Sept. 12 - Engaging and Responding  
Week of Sept. 19 - Communication of Ag/Life Science Issues in Social Media  
Week of Sept. 26 - Communication of Ag/Life Science Issues in Social Media  
Week of Oct. 3 - Social Media Measurement  
Week of Oct. 10 - Social Media Analytics  
Week of Oct. 17 - Google Analytics & Search Engine Optimization  
Week of Oct. 24 - Low-cost Measurement for Nonprofits, Small Farms and Natural Resource Organizations  
Week of Oct. 31 - Social Media Ethics  
Week of Nov. 7 - Social Media and Culture/Rural Sociology  
Week of Nov. 14 - Blogging and Blogger Engagement  
Weeks of Nov. 21 & 28 – Social Media and Issues-based Communications; Crisis Communication

**Links and Policies**<http://cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%20Final.pdf>

**Grading Scheme** Discussion Posts - 20%

Storytelling Assignments - 20%

In-class Participation - 20%

Social Media Analysis Assignment - 40%

Discussion Posts - You will be responsible for writing weekly discussion posts wherein you apply what you watch, listen to and read that week. Each week, you'll respond to a set of questions. You will also be responsible for commenting on other students' discussion posts.

Storytelling Assignments – Each week, you'll be asked to use social media in one way or another to tell a story about agricultural or life science issues. Sometimes you'll be asked to attend an event and "live tweet" about the event. Sometimes you'll be asked to interview someone about an agricultural issue and post a short video. These assignments are intended to help you learn to develop content for social media.

In-class Participation – Come to each class having read and studied the assigned readings for that week so that you can contribute to our class discussions. You should be able to provide an overview of each reading and explain how the readings relate to one another as a whole. High-quality participation means that you offer a number of informed comments and questions for each class period.

Social Media Analysis Assignment - For this assignment, you will track an agriculture or life science organization's use of social media for the semester. You will be assigned an organization (more details in class). You'll provide an overview of the organization. Briefly describe its history, size, goals and mission. Websites and annual reports (usually linked on the website) are a great place to find this information. You'll discuss how the organization is using social media. You should use numerical analysis, infographics and narrative explanation in this section. We will discuss various metrics for social media as the semester progresses. You should demonstrate your understanding of these metrics in this section, applying them to your organization. You should also show data points over time. You need to examine your organization's use of social media for at least a one-month period. Finally, you'll outline a plan for how you'd improve upon the organization's current use of social media. Give 5-10 specific recommendations on how the organization can improve its use of social media. Explain how these relate to the data you gathered and why you think they are important recommendations. Include creative, innovative ideas.

**Instructor(s)** Lisa Lundy

**SOCIAL MEDIA  
STRATEGY AND  
LEADERSHIP FOR  
AGRICULTURAL AND  
LIFE SCIENCES**

*Fall 2017*

*Tues., 9:35 – 10:25 a.m.  
Bryant Hall Mac Lab*

**Dr. Lisa Lundy**  
Associate Professor  
113D Bryant Hall | (352)273-2588  
lisalundy@ufl.edu | @lisalundy

**Office Hours**  
Tuesday, 1:30 – 3 p.m.  
& by appointment



**Course Description**

Social media are changing the way we all communicate. With this in mind, this course aims to present students with the core concepts of social media acknowledging that this course's content will continually evolve. Students will learn how, when and why to use various social media tools. Students will also learn to measure the effectiveness of these tools in reaching audiences with agricultural and natural resources messages.

**Course Prerequisite**

Sophomore standing or above.

**Course Objectives:**

Students will

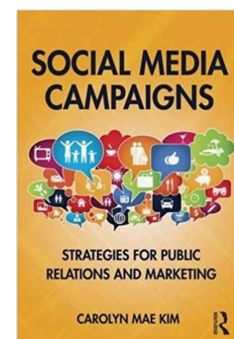
- Describe the concepts and theories that inform the use of social media.
- Compare and contrast how various traditional and social media strategies and tools can contribute to organizational effectiveness.
- Provide strategic counsel to organizations, based on an understanding of core concepts of public relations and social media, about how, why and when to use social media tools.
- Develop digital messages for agriculture and natural resources.
- Evaluate the effectiveness of digital messages for agriculture and natural resources.

**Required Materials**

Twitter account (note stats at beginning of semester, so that you can monitor progress).

Laptops, iPads/tablets or smart phones are highly recommended for the course. Bring your laptop or iPad/tablet to every class period. Class-related use of Twitter is expected in and out of class throughout the semester.

Kim, C. M. (2016). *Social Media Campaigns: Strategies for Public Relations and Marketing*.



## EVALUATION OF GRADES

Assignment	Percent of Grade
Online and In-class Participation	30
Digital Storytelling for Agricultural and Life Sciences	30
Quizzes	20
Social Media Analysis Assignment	20

Unless otherwise noted, every component will be evaluated on 100 points. Your final grade for the course will be calculated on the previous percentages, which will then lead to your final letter grade as based on the following scale:

### Grading Scale:

A = 93 – 100%	B- = 80 – 82.99%	D+ = 66 – 69.99%
A- = 90 – 92.99%	C+ = 76 – 79.99%	D = 63 – 65.99%
B+ = 86 – 89.99%	C = 73 – 75.99%	D- = 60 – 62.99%
B = 83 – 85.99%	C- = 70 – 72.99%	E = below 60%

*Note:* For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Please note: Under no circumstances will final grades be rounded. Please do not come to me at the end of the semester to negotiate your grade. If you want an A in this course, begin working toward that today.

### **PLEASE NOTE:**

Each week of this course will be one module in Canvas. Modules open on Tuesday morning and the readings, assignments and discussion posts for that week are due by **Monday evening at 11:59 p.m.**

## ASSIGNMENTS

**Online and In-class Participation** - You will be responsible for writing weekly discussion posts wherein you apply what you watch, listen to and read that week. Sometimes, you'll respond to a set of questions. On those weeks, you will also be responsible for commenting on other students' discussion posts. You should also come to each class having read and studied the assigned

readings for that week so that you can contribute to our class discussions. You should be able to provide an overview of each reading and explain how the readings relate to one another as a whole. High-quality participation means that you offer a number of informed comments and questions for each class period.

**On the whole, student participation will be evaluated according to the following criteria:**

- Meeting deadlines and expectations articulated by the instructor.
- Consistent participation and engagement with the class community.
- Active participation in class-related social media platforms (primarily Twitter and others as assigned).
- Listening and responding respectfully to ideas and questions posed by others.

We will participate in some elements of Hootsuite Academy's Social Marketing Training. This is the same training program that many professionals use. You will get credit for the completion of each assigned module. I encourage each of you to take the Hootsuite Certification exam at the end of the semester. This certification is a great thing to add to your resume and discuss with potential employers in an interview.

**Digital Storytelling for Agricultural and Life Sciences** – Each week, you'll be asked to use social media in one way or another to tell a story about an issue in agriculture or a life sciences field. Sometimes you'll be asked to attend an event and "live tweet" about the event. Sometimes you'll be asked to interview someone about an agricultural issue and post a short video. These assignments are intended to help you learn to develop content for social media.

**Social Media Analysis Assignment** - For this assignment, you will track an agricultural or science-related organization's use of social media for the semester. You will be assigned an organization (more details in class). You'll provide an overview of the organization. Briefly describe its history, size, goals and mission. Websites and annual reports (usually linked on the website) are a great place to find this information. You'll discuss how the organization is using social media. You should use numerical analysis, infographics and narrative explanation in this section. We will discuss various metrics for social media as the semester progresses. You should demonstrate your understanding of these metrics in this section, applying them to your organization. You should also show data points over time. You need to examine your organization's use of social media for at least a one-month period. Finally, you'll outline a plan for how you'd improve upon the organization's current use of social media. Give 5-10 specific recommendations on how the organization can improve its use of social media. Explain how these relate to the data you gathered and why you think they are important recommendations. Include creative, innovative ideas.

## **POLICIES & GUIDELINES FOR SUCCESS IN THIS CLASS**

### **Writing**

To be successful in today's world, it is critical that you write well. As such, your grade for each aspect of this course will be based on the quality of your thinking and writing. All assignments should be free of inaccuracies, weak thinking, typos, spelling errors and grammatical problems. Never turn in a first draft.

### **Professionalism**

The reality of this field is that people judge you by how you present yourself. Your use of language, the clarity of your speaking and your general appearance and professional bearing will shape the opinions of those who are listening to you. If you deliver a poor, unprofessional presentation, your grade will suffer. I will also grade you on the basis of the facts you assemble, the astuteness of your analysis of the problem and the soundness of your recommendations.

### **AEC Expectations for Writing:**

In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following writing standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
  - Not using "tweet-talk" in your assignments.
  - Making sure that your sentences have a subject, verb, and (when needed) an object.
  - Not having sentence fragments.
  - And anything else that would pertain to "proper sentence structure."
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- NO use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.
- For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.

### **AEC Expectations for Design:**

In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following design standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these design standards will result in substantially lower grades on design-related assignments.



- Proper grammar, punctuation, and sentence structure are mandatory. Although these are design assignments, writing has to be perfect so as not to detract from the design.
- For assignments that feature more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.
- Use the proper photographic settings for the assignment (300 ppi for printed photos; 72 ppi for Web). Pixilated photos will result in lower grades.
- Students should not use copyrighted materials for design assignments. For example you may not “borrow” a graphic or design. Commercial artwork that is purchased may be used for assignments. Similarly, you may use *ideas* for a graphic/design assignment, but the use of the *actual* graphic/design is not acceptable.
- The following minimal design skills are expected to be demonstrated on all design assignments. The ability to resize an image, create documents in multiple columns, insert a graphic on a page, insert text with a graphic, alter the color of text and/or graphics. Additionally, the student should have moderate ability with the following software in order to complete design assignments:
  - Microsoft PowerPoint
  - Microsoft Word
  - Adobe Photoshop (photographs)
  - Adobe Illustrator (graphics). This software program is taught only in AEC4035. The expectations for actual graphic design in other courses will be minimal.
  - Adobe InDesign (print layout)
  - WordPress (Web)
  - Final Cut Express or ProX (video)

The University of Florida has an agreement with Lynda.com to provide FREE online tutorials to students and faculty on many software programs. If you feel “rusty” with any program, after being introduced to it in an AEC course, it is highly recommended that you take it upon yourself to go through some of the Lynda.com tutorials: <http://www.it.ufl.edu/training/>. Click on the Lynda.com yellow box on the right side of the screen.

### **Deadlines**

Deadlines will be given for all work; these deadlines will not be extended. Meeting deadlines is essential to be successful in this course and in our field. Your work must be completed and handed in by the specified date and time. Incomplete work turned in by the deadline will receive partial credit. If you miss a deadline without having a valid excuse, you will receive zero points on the late work.

**Absences:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Should you be unable to attend class, please contact me prior to the class session you will be absent from if at all possible.

**E-Learning:** All students are expected to check E-Learning (<http://lss.at.ufl.edu>) on a regular basis. This will be particularly important in this class. Please ensure that you have access to this

service. Additional handouts, readings and supplemental material will be housed on E-Learning. This includes your grades.

**Remind:** I will occasionally use a service called Remind to send you class updates and reminders via text. I will provide more instructions on how to sign up for this service in class and via Canvas.

**Academic Integrity:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

*(Source: 2017-2018 Undergraduate Catalog)*

This policy will be vigorously upheld at all times in this course.

**Software Use:** All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Campus Helping Resources:** Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. Both the Health and Wellness and Academic Resources can be found below:

#### *Health and Wellness*

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

#### *Academic Resources*

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>. Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/> Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints Campus:  
[https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf) On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

**Students with Disabilities:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Late Assignments:** Baring an unforeseen emergency, all work is due in class or via email to me by 11:59 PM on the assigned date. Should you fail to turn your work into me without contacting me, you will receive a grade of 0.

**Course Add/Drop:** Courses may be dropped or added during the Drop/Add period without penalty. The Drop/Add period is the first five days of classes during fall or spring semester, and the first two days of classes for summer terms. The specific dates are listed in each term's [academic calendar](#).

After Drop/Add, students may withdraw from a course up to the date established in the university calendar. A grade of W will appear on the transcript, and students will be held liable for course fees. All drops after Drop/Add must be submitted to the Office of the University Registrar by the deadline.

**Online Course Evaluation System:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**\*\*Final Thought\*\***

I want you to be successful in this class, and I will do my best to help you succeed. I am happy to help you address any challenges you face this semester; please come visit me during office hours to discuss any concerns or challenges.

## AEC 4932

### Course Schedule

*See Canvas for readings and course materials for each week.*

Week of Aug. 22 - Course Intro & Overview
Week of Aug. 29 - Authenticity & Branding Yourself
Week of Sept. 5 - Defining & Understanding Agricultural Audiences
Week of Sept. 12 - Engaging and Responding to Audiences (in the context of agricultural and science-based issues)
Week of Sept. 19 - Agricultural Communication in Social Media
Week of Sept. 26 - Social Media Measurement
Week of Oct. 3 - Social Media Analytics
Week of Oct. 10 - Social Media Analytics
Week of Oct. 17 - Google Analytics & Search Engine Optimization
Week of Oct. 24 - Low-cost Measurement for Nonprofits and Small-scale Agricultural Organizations
Week of Oct. 31 - Social Media Ethics
Week of Nov. 7 - Social Media and Culture
Week of Nov. 14 - Blogging and Blogger Engagement for Agriculture
Weeks of Nov. 21 & 28 – Social Media and Crisis Communications
Week of Dec. 5
<b>Social Media Analysis Assignment Due &amp; Presentations</b>