



Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course brings historical and theoretical perspectives to bear on the exploration of practices in the digital media environment. From interpersonal exchanges to organizational interactions to global culture, economy, and politics, the possibilities and practices associated with how digital media are influencing the world of communication will be explored. Finally, in this course students will examine the impact and implications digital media have on our contemporary communication approaches.

Course Overview:

In this course, you will explore how the new possibilities and practices associated with digital media influence the world of communication, from interpersonal exchanges to global cultural, economic, and political issues. You will begin with an exploration of historical and theoretical perspectives to develop your sense of patterns and trends, as well as the “systematic, informed hunches” of theory. As you progress in the course, you will begin to identify how global history and communications theory inform practices in the evolving digital media environment.

Additionally, you will learn psychological, social, and cultural perspectives that deepen your intellectual foundation through discussion, writing, and digital media practice about expanding spheres of experience: from the individual, to the relational, to larger communities. You will learn about the roles digital media plays in human psychosocial development. You will explore the social and educational implications of digital media, as well as create and collaborate using the new media. You will further expand your perspective on the world of commerce and organizations' use of new media. The course ends by reviewing issues and practices through a lens focused on the future of digital media.

Course Learning Outcomes:

1. Synthesize theoretical perspectives and employ them to inform critical thinking and analysis about the implications of digital media.
2. Examine the historical development of computer-mediated communication.
3. Determine how digital media influence intercultural, organizational, and educational practices.
4. Analyze the social and interpersonal implications of computer-mediated communication.

5. Evaluate practical applications of computer-mediated communication, thereby enhancing proficiency with those applications.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Baym, N. (2015). *Personal connections in the digital age*. Cambridge, UK: Polity Press. ISBN-13: 9780745670348

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapter 1 in *Personal Connections in the Digital Age*

- Hieroglyph. (2017). In Wikipedia. Retrieved from <https://en.wikipedia.org/wiki/Hieroglyph>
- Papacharissi, Z., Streeter, T., & Gillespie, T. (2013). Culture Digitally: Habitus of the new. *Journal of Broadcasting & Electronic Media*, 57(4), 596. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=aph&AN=94074645&site=ehost-live>
- Russell, A. L. & Schafer, V. (2014). In the shadow of ARPANET and internet. *Technology & culture*, 55(4), 880-897. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=f5h&AN=99577207&site=ehost-live>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Reminder (0 points)

This course requires a final Portfolio Project, due in week 8. This week, review the two options you have for the Portfolio Project, available on the week 8 assignments page. Also, be sure to review the Portfolio grading rubric on the Course Information page that will be used for both Portfolio options.

Start thinking about which Portfolio option you will complete. Choose the one best suited to your interests and career goals. If you wish, reach out to your instructor for guidance.

Module 2

Readings

- Chapter 2 in *Personal Connections in the Digital Age*
- Theory 1 - Shannon and Weaver - the "transmission" model of communications and Theory 2 - James Carey - transportation/communication links in Black, C. (2014). Key theories for public relations practitioners (<https://csuglobal.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=746763&site=ehost-live&ebv=EK&ppid=Page--19>). *The PR Professional's Handbook: Powerful, Practical Communications*. London: Kogan Page.
- Cannizzaro, S. (2016). Internet memes as internet signs: A semiotic view of digital culture. *Sign Systems Studies*, 44(4), 562-586. doi:10.12697/SSS.2016.44.4.05
- Hall, S. (1997). *Stuart Hall: Representation & the media*. [Video file]. Retrieved from <https://csuglobal.kanopystreaming.com/playlist/1075975>
- Neuman, W., & Guggenheim, L. (2011). The evolution of media effects theory: A six-stage model of cumulative research. *Communication Theory*, 21(2), 169-196. Retrieved from https://csuglobal-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_proquest867034653&context=PC&vid=01COLSU_GLOBAL&search_scope=Everything&tab=default_tab&lang=en_US
- University of Twente. (n.d.). *Theory clusters*. Retrieved from <http://www.utwente.nl/cw/theorieenoverzicht/Theory%20clusters/index.html>

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (100 points)

Option #1: Exploring and Evaluating Social Media Use

Social media and the Internet have changed how we communicate and how we perceive ourselves in our social worlds. We not only consume social media, but we use it to shape and deliver information about our perspective and events in our lives to an audience.

For this assignment, you will interview—in person or virtually—someone whom you know to be an active social media user.

Part 1:

Review this 8-minute video for help with conducting interviews:

<https://www.lynda.com/Video-tutorials/Conducting-interview-Getting-great-responses/486414/612678-4.html>

Contact the person you would like to interview and set up a date and time this week.

Perform your interview by using these five required questions:

1. How often do you think about your posts and “likes” when you’re not using social media?
2. When do you consider how your posts and other people’s posts that you “like” will look to other social media users? How often do you change your mind about making a post or liking a post due to how it will look to others?
3. What are some specific, positive effects of social media use on your friendships and family relationships?
4. What are some specific, negative effects of social media use on your friendships and family relationships?
5. Is there anything you’d like to add?

As the interviewer, please be sure to take notes--you’ll submit them with your assignment.

Part 2:

Using Powtoon (www.powtoon.com), create a 5-slide presentation that discusses and analyzes what you learned from your primary source about social media usage. Your analysis will compare/contrast your interviewee’s responses to information you learn from at least 2 other scholarly sources.

Also, copy/paste the URL for your Powtoon at the top of a page, then write one page that reflects on how your experience with developing a primary source and conducting an interview compares and contrasts to the traditional essays you have written in the past.

At the end of your reflection, include the notes from your interview.

To find scholarly sources, use the Communication and Mass Media Complete database in the CSU-Global Campus library: <https://csuglobal.libguides.com/cmmc>

To get started with Powtoon, view this helpful Quickstart Guide: <https://www.powtoon.com/tutorials/>

Submit the link to your Powtoon to the classroom by following this helpful guide [tohttps://support.powtoon.com/en/article/exporting-your-powtoon-to-the-player-page](https://support.powtoon.com/en/article/exporting-your-powtoon-to-the-player-page) - Please note, your Powtoon will be indexed and searchable in search engines, so if you do not wish to include identifying information on the Powtoon, you don't have to.

Requirements:

- You must include at least 2 scholarly sources from CSU-Global's Communication and Mass Media Complete library database.
- Create a 5-slide presentation using Powtoon, not counting the required title and reference pages.
- Copy/paste the URL from Powtoon onto your one-page reflection. Upload your one-page reflection, where you discuss how your experience with developing a primary source and conducting an interview compares and contrasts to the traditional essays you have written in the past.
- Your citations in the text of your Powtoon presentation must be formatted according to the *CSU-Global Guide to Writing & APA*. You can find additional helpful guides on making presentations in the CSU-Global Library.

Option #2: Exploring and Evaluating Digital News Media Use

Digital media and the Internet have changed how we absorb news about world events and our more local environments. Most of us consume only news that is devised to feed into a pre-made viewpoint on the world, thereby preventing us from achieving any understanding of other points of view and nuance about events.

For this assignment, you will interview—in person or virtually—someone whom you know to be an active digital news user.

Part 1:

Review this 8-minute video for help with conducting interviews:

<https://www.lynda.com/Video-tutorials/Conducting-interview-Getting-great-responses/486414/612678-4.html>

Contact the person you would like to interview and set up a date and time this week.

Perform your interview by using these five required questions:

1. What digital sources do you use as your main source for news about the world?
2. What happens when you find out through social media that friends or family hold political viewpoints the opposite of your own?
3. When do you look online or in the media for points of view that challenge what you already believe to be true?
4. What are some specific effects of your online reading of news stories on your friendships and family relationships?
5. Is there anything you'd like to add?

As the interviewer, please be sure to take notes--you'll submit them with your assignment.

Part 2:

Using Powtoon (www.powtoon.com), create a 5-slide presentation that discusses and analyzes what you learned from your primary source about social media usage. Your analysis will compare/contrast your interviewee's responses to information you learn from at least 2 other scholarly sources.

Also, as a paper to upload in the classroom, copy/paste the URL for your Powtoon at the top of a page, then write one page that reflects on how your experience with developing a primary source and conducting an interview compares and contrasts to the traditional essays you have written in the past. At the end of your reflection, include the notes from your interview.

To find scholarly sources, use the Communication and Mass Media Complete database in the CSU-Global Campus library: <https://csuglobal.libguides.com/cmmc>

To get started with Powtoon, view this helpful Quickstart Guide: <https://www.powtoon.com/tutorials/>

Submit the link to your Powtoon to the classroom by following this helpful guide to <https://support.powtoon.com/en/article/exporting-your-powtoon-to-the-player-page> - Please note, your Powtoon will be indexed and searchable in search engines, so if you do not wish to include identifying information on the Powtoon, you don't have to.

Requirements:

- You must include at least 2 scholarly sources from CSU-Global's Communication and Mass Media Complete library database.
- Create a 5-slide presentation using Powtoon, not counting the required title and reference pages.
- Copy/paste the URL from Powtoon onto your one-page reflection. Upload your one-page reflection, where you discuss how your experience with developing a primary source and conducting an interview compares and contrasts to the traditional essays you have written in the past.
- At the end of your reflection, include the notes from your interview.
- Your citations in the text of your Powtoon presentation must be formatted according to the CSU-Global Guide to Writing & APA. You can find additional helpful guides on making presentations in the CSU-Global Library.

Mastery Exercise (10 points)

Module 3

Readings

- Prensky, M. (2001). *Digital natives, digital immigrants*. Retrieved from <http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>
- Schaffhauser, D. (2017). 5 ed tech trends on the way out in 2017. *T H E Journal*, 44(2), 14. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=f5h&AN=121725050&site=ehost-live>
- Sreenivasan, S. (2015). Digital natives vs. digital immigrants [Video file]. Retrieved from https://www.youtube.com/watch?v=n_9gl0B4nS4

- Yale Center for Teaching and Learning. (2016). Bloom's taxonomy. Retrieved from <http://ctl.yale.edu/BloomsTaxonomy>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Milestone (25 points)

Portfolio Project Milestone Option #1

For this assignment, explore and share your progress on the Final Portfolio Project.

In a 1-2-page paper write about the following:

1. The area or focus for the issue or problem that you see in Portfolio Project Option #1.
2. Include two scholarly sources that you plan to use in your portfolio project.
3. Indicate challenges you have already encountered or anticipate in your research or development process.
4. Also include if you could use help from your peers or instructor.
5. Your paper must be formatted according to *the CSU-Global Guide to Writing & APA*. You can find additional helpful guides on making presentations in the CSU-Global Library.

Portfolio Project Milestone Option #2

For this assignment, explore and share your progress on the Final Portfolio Project.

In a 1-2-page paper write about the following:

1. The area or focus for the issue or problem that you see in Portfolio Project Option #2.
2. Include two scholarly sources that you plan to use in your portfolio project.
3. Indicate challenges you have already encountered or anticipate in your research or development process.
4. Also include if you could use help from your peers or instructor.
5. Your paper must be formatted according to *the CSU-Global Guide to Writing & APA*. You can find additional helpful guides on making presentations in the CSU-Global Library.

Module 4

Readings

- Chapters 3-6 in *Personal Connections in the Digital Age*
- TMW Media (2005). Social media addiction [Video file]. Retrieved from <https://csuglobal.kanopystreaming.com/video/social-media-addiction>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (100 points)

Option #1: Forming and Enforcing the Rules of Online Identity, Relationships, and Communities

Go to Reddit.com and examine and evaluate the sense of community that you find in the subreddit https://www.reddit.com/r/help/comments/71xosx/how_to_browse_through_subreddits/.

(Use this resource for help navigating Reddit's structure: How to browse and read on Reddit: https://www.reddit.com/r/help/comments/71xosx/how_to_browse_through_subreddits/).

Visit this webpage for information about "reddiquette:" <https://www.reddit.com/wiki/reddiquette>.

Then go to this website and review the sense of community in the threads at <http://www.urbanbaby.com/>.

Visit this page for information "About UrbanBaby.com:" <http://www.urbanbaby.com/about>

What are the community rules for these online groups? What makes them "community rules?" How would you characterize the sense of community and its adherents? What are some differences that you see between the non-branded site and the branded one? What separates these groups from an effective online community and which do you think is better for building brand and creating awareness of a topic?

Requirements:

- You must include at least 3 scholarly sources in addition to the course required readings. Searching the CSU-Global Library for this phrase will guide you: reddit communities analysis
- Write a 10-11-slide Powerpoint, not counting the required title and reference slides.

Your paper must be formatted according to *the CSU-Global Guide to Writing & APA*. You can find additional helpful guides on making presentations in the CSU-Global Library.

Option #2: Rhetorical Analysis of Internet-Based Communities

Fanfiction comprises plots and stories created and shared by people who enjoy certain movies, television shows, cable programs, and other narrative forms. Visit www.fanfiction.net and choose a community to visit—pick one for a work that you know well. Read through some submissions, then click on the number next to "Reviews" under a story. (You have to click through to "open" a story in order to make the reviews number into a hyperlink.)

Then visit the Archive of Our Own at <https://archiveofourown.org/>. Review how the Organization for Transformative Works organization operates at <https://archiveofourown.org/about>.

What purpose do these fanfictions fill? Who is the audience for the selections that you read? What function do the reviews play in forming a community of fanfiction writers, if any? How do reviews and/or submissions work together to create a community around these fanfiction texts and the original works that serve as a basis for the posts? What are some differences that you see between the non-branded site and the branded one? What are some marketing possibilities that you see happening through fanfiction?

Requirements:

- You must include at least 3 scholarly sources in addition to the course required readings. Searching the CSU-Global Library for this word will guide you: fanfiction.
- Write a 4-5-page paper, not counting the required title and reference pages.

Your paper must be formatted according to *the CSU-Global Guide to Writing & APA*. You can find additional helpful guides on making presentations in the CSU-Global Library.

Module 5

Readings

- Benjamin, W. (1969). The work of art in the age of mechanical reproduction. In *Illuminations*. Ed. Hannah Arendt. New York: Schocken Books. (Original work published 1936.) Marxists Internet Archive. Retrieved from <https://www.marxists.org/reference/subject/philosophy/works/ge/benjamin.htm>
- Kuhn, V. (2012). The rhetoric of remix. *Transformative works and cultures*, 9. Retrieved from <http://journal.transformativeworks.org/index.php/twc/article/view/358/279>
- Mohr, I. (2014). Going viral: An analysis of YouTube videos. *Journal of Marketing Development & Competitiveness*, 8(3), 43-48. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=bth&AN=100404907&site=ehost-live>

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (85 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Instagram and Aesthetics

Look at the Instagram account of Daniel Arnold, renowned New York City street photographer at https://www.instagram.com/arnold_daniel/?hl=en

Watch him in action, taking his photos at <https://www.youtube.com/watch?v=OtKdzBCRIPE>

Read this article about him: Choi Mary, H. K. (2014). Daniel Arnold loves NY. *Wired*, 22, 66-n/a. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1560880022?accountid=38569>

Using the mock-up included below, create your own “Instagram account” for this assignment.

You may use your own photos or photos from Creative Commons (<https://search.creativecommons.org/>) (Use this helpful tutorial to learn about Instagram: <https://www.lynda.com/Instagram-tutorials/Learn-Instagram-Basics/449033-2.html?https://www.lynda.com/Instagram-tutorials/Learn-Instagram-Basics/449033-2.html>)

Develop an aesthetic angle through the photos you choose, like Arnold has, and write a 2-page analysis of your approach to creating a visual statement. Consider who owns the intellectual property rights to material published via Instagram and what enforcement possibilities there are for an artist like Daniel Arnold.

Requirements:

- You must include at least 3 sources in addition to the course required readings. You may use the links for this assignment as sources.
- Write a 2-page paper, not counting the required title and reference pages.
- Post your mock-up as the final page of your paper (after the References page).
- Save your Instagram mock-up as a .pdf file (In PowerPoint, choose File >> Save As >> and use the drop-down next to "PowerPoint Presentation *.pptx" to choose PDF (*.pdf). Submit your Instagram PDF and your paper as separate submissions.

Your paper must be formatted according to *the CSU-Global Guide to Writing & APA*. You can find additional helpful guides on making presentations in the CSU-Global Library.

Option #2: Instagram and Information

Look at the Instagram account for CNN's iReport feature at <https://www.instagram.com/explore/tags/cnnireport/>

Look at CNN's specifications for iReport here: <http://www.cnn.com/2015/11/21/opinions/assignment-cnnireport-share-your-story-irpt/index.html>

Read this article about crowdsourcing: Soliman, W., & Tuunainen, V. K. (2015). Understanding continued use of crowdsourcing systems: An interpretive study. *Journal of Theoretical and Applied Electronic Commerce Research*, 10(1), 1-18. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1617928710?accountid=38569>

Using the mock-up included below, create your own "Instagram account" for this assignment. (Use this helpful tutorial to learn about Instagram: Instagram: <https://www.lynda.com/Instagram-tutorials/Learn-Instagram-Basics/449033-2.html?https://www.lynda.com/Instagram-tutorials/Learn-Instagram-Basics/449033-2.html>).

You may use your own photos or photos from Creative Commons (<https://search.creativecommons.org/>).

Develop an aesthetic angle through the photos you choose and write a 2-page analysis of your approach to creating a visual statement. Consider who owns the intellectual property rights to material published via Instagram and what enforcement possibilities there are for an Internet-based reporter.

Requirements:

- You must include at least 3 sources in addition to the course required readings. You may use the links for this assignment as sources.
- Write a 2-page paper, not counting the required title and reference pages.
- Post your mock-up as the final page of your paper (after the References page).
- Save your Instagram mock-up as a .pdf file (In PowerPoint, choose File >> Save As >> and use the drop-down next to "PowerPoint Presentation *.pptx" to choose PDF (*.pdf). Submit your Instagram PDF and your paper as separate submissions.

Your paper must be formatted according to *the CSU-Global Guide to Writing & APA*. You can find additional helpful guides on making presentations in the CSU-Global Library.

Module 6

Readings

- Pan, Z., Lu, Y., Wang, B., & Chau, P. Y. (2017). Who do you think you are? Common and differential effects of social self-identity on social media usage. *Journal of Management Information Systems*, 34(1), 71-101. doi:10.1080/07421222.2017.1296747
- Fu, J. S., & Shumate, M. (2017). News media, social media, and hyperlink networks: An examination of integrated media effects. *Information Society*, 33(2), 53–63. Retrieved from: https://csuglobal-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_tayfranc10.1080/01972243.2016.1271379&context=PC&vid=01COLSU_GLOBAL&search_scope=Everything&tab=default_tab&lang=en_US

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (85 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Yogo Game: Strategy in the United States (HBR Case Studies W17310)

If you selected Option 1 of the Final Portfolio Project, then you will want to select this Critical Thinking Assignment to help you build your discussion and analysis.

In your assignment, you must do the following:

- Identify American and Japanese cultural dimensions and the motivations underlying each as they apply to Yogo Game's possible strategies.

Requirements:

- You must include at least 3 scholarly sources in addition to the course required readings.
- Write a 3-4-page paper, not counting the required title and reference pages.

Your paper must be formatted according to *the CSU-Global Guide to Writing & APA*. You can find additional helpful guides on making presentations in the CSU-Global Library.

Option #2: Tech Talk: Creating a Social Media Strategy (HBR Case Studies W17433)

If you selected Option 2 of the Final Portfolio Project, then you will want to select this Critical Thinking Assignment to help you build your discussion and analysis.

In your assignment, you must do the following:

- Compare and contrast ethical and non-ethical ways of building social presence online as they apply to Tech Talk's possible strategies.

Requirements:

- Include research from at least 3 scholarly sources. In addition, you may use the course required readings.
- Write a 3-4-page paper, not counting the required title and reference pages.

Your paper must be formatted according to *the CSU-Global Guide to Writing & APA*. You can find additional helpful guides on making presentations in the CSU-Global Library.

Module 7

Readings

- Boyd-Barrett, O. (2015). Global media [Streaming video]. *Sage Publications, Ltd*. Retrieved from <http://sk.sagepub.com.csuglobal.idm.oclc.org/video/global-media-boyd-barret-tuto>
- Shirky, C. (2017, February 13). *How can social media impact the government?* [Video file]. Retrieved from <https://www.youtube.com/watch?v=wDT1c89uazk>
- Soukup, P. (2014). Looking at, with, and through YouTube[TM]. *Communication Research Trends*, 33(3), 3-34.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 8

Readings

- Conclusion: The myth of cyberspace in *Personal Connections in the Digital Age*
- Abbasi, M., Vassilopoulou, P., & Stergioulas, L. (2017). Technology roadmap for the creative industries. *Creative Industries Journal*, 10(1), 40-58. doi:10.1080/17510694.2016.1247627
- Whitt, R. S. (2017). "Through a glass, darkly" technical, policy, and financial actions to avert the coming digital dark ages. *Santa Clara High Technology Law Journal*, 33(2), 117-229. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1878757887?accountid=38569>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (325 points)

Choose one of the following two project options to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Yogo Game: Strategy in the United States – HBR Case Study W17311

Read the Yogo Game: Strategy in the United States case study. Based in the social media theories we have studied this term and on your body of research, develop answers to these questions:

1. What is Yogo Game's potential for success in the U.S. market? Use a strengths, weaknesses, opportunities, and threats (SWOT) analysis as a basis for your assessment:

S = Strengths - Areas where the organization does well or has advantages

W = Weaknesses - Areas where the organization and/or its performance can improve

O = Opportunities - External factors that could contribute to the organization's strengths

T = Threats - Potential problems and risks caused by factors external to the organization

2. To what extent should Yogo Game America localize or standardize?

3. What advice do you have for Yogo Game America’s managers on growing a successful social gaming business in the United States?
 4. Revisit your work in Module 6 and reconsider the American and Japanese cultural dimensions and the motivations underlying each as they apply to Yogo Game’s possible strategies.
- You must account for instructor feedback from the Module 6 Critical Thinking Assignment.

Requirements:

- Your paper should be 10-12 pages in length not counting the title and reference pages which must be included.
- Include research from at least 8-10 scholarly sources. You may use the course required readings.

Your paper must be formatted according to *the CSU-Global Guide to Writing & APA*. You can find additional helpful guides on making presentations in the CSU-Global Library.

Option #2: Tech Talk: Creating a Social Media Strategy - HBR Case Study W17433

Read the Tech Talk: Creating a Social Media Strategy case study. Based in the social media theories we have studied this term and on your body of research, develop answers to these questions:

1. Which websites should Khare focus on, and how should he promote those sites?
 2. How can Khare identify potential influencers from among his subscriber base and engage with them appropriately?
 3. What are different models for social media promotion?
 4. Revisit your work in Module 6 and reconsider the ethical and non-ethical ways of building social presence online as they apply to Tech Talk’s possible strategies.
- You must account for instructor feedback from the Module 6 Critical Thinking Assignment.

Requirements:

- Your paper should be 10-12 pages in length not counting the title and reference pages which must be included.
- Include research from at least 8-10 scholarly sources. You may use the course required readings.

Your paper must be formatted according to *the CSU-Global Guide to Writing & APA*. You can find additional helpful guides on making presentations in the CSU-Global Library.

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9

B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

35% Final Portfolio Project

COURSE POLICIES

Course Grading

20% Discussion Participation

0% Opening Exercises

8% Mastery Exercises

37% Critical Thinking Assignments

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.