

# LIS 341

## Digital Identities: Web and Social Media

School of Library and Information Studies  
University of Wisconsin-Madison  
Summer 2016

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## Introduction

### Course description

This course examines how individual and organizational identities are designed, constructed, assessed, attacked, and exploited on the World Wide Web and through social media. Students will learn to plan for, assess, and maintain a comprehensive web presence, for themselves or for an organization. The course includes (but is not limited to):

- working with stakeholders to plan, construct, maintain, and assess an organizational web/social media presence
- basic ethical search-engine optimization
- basic web analytics
- basic web and social-media content strategy
- inclusivity for websites and social-media presences
- social-media policy and account maintenance
- crisis management online
- digital citizenship and digital advocacy
- individual and societal impacts of web and social media tracking

## Course Policies

**Instructors aim to make this course as accessible as possible to all students. Students seeking accommodations must provide instructors with a McBurney Center VISA within the first week of class. For more information on obtaining a McBurney Center VISA, see <http://mcburney.wisc.edu/students/howto.php>.**

**Preferred name/pronouns:** It is sometimes the case that a student’s legal name or gender assigned at birth are reported to me on official documents in a form not in keeping with that student’s preferred name or gender expression. Please let me know, as you are comfortable, about your preferences. My pronouns are she/her/hers. UW-Madison also permits students to indicate a preferred name: [https://registrar.wisc.edu/preferred\\_name.htm](https://registrar.wisc.edu/preferred_name.htm)

**Learning online:** UW-Madison makes available the excellent “Online Learning in Summer” about online courses and how to succeed in them: <https://kb.wisc.edu/page.php?id=47063> I strongly recommend scanning this!

The following policies are designed to increase student success in this course:

- Faithful and timely **attendance**: I will check class attendance via Canvas the Monday after each week of class. I will reduce your final grade by two percentage points *each week* you do not log in to Canvas, over and above point losses due to late or undone assignments. **DO NOT** think you can take a consequence-free vacation from this class. You cannot.
- The Writing Center defines “to **plagiarize**” as “to steal and pass off (the ideas and words of another) as one’s own” or to “present as new and original an idea or product derived from an existing source.” Plagiarism will *minimally* result in a grade of o for the assignment; the plagiarizer may be reported to Student Affairs. See the Writers Handbook (<http://writing.wisc.edu/Handbook/QuotingSources.html>). We follow the academic standards for **cheating** and **plagiarism** set forth by the University of Wisconsin.
- Please follow the Recurse Center’s four Social Rules: <https://www.recurse.com/manual#sub-sec-social-rules> (I am “faculty” for Rule 4 reporting purposes.)

## Writing in this course

You will be doing a lot of writing in this course! Please be aware that *none of it is academic writing*. I have not assigned term papers or anything like them. Instead, you will be writing *conversationally* (like a blog post, or a short online article like many of those I have assigned, or a fairly thoughtful and text-heavy Facebook presence) for your writing prompts, and *professionally*, often in a *web-specific fashion*, in all other assignments.

Conversational and professional writing have different conventions and styles than academic writing. Neither is an excuse for incorrect spelling or English grammar, however (though if English is not your first language, I will cut you a break here). If you need help sorting through the differences, refer to Purdue's Online Writing Lab's workplace-writing guide: <https://owl.english.purdue.edu/owl/section/4/16/> or check with the campus Writing Center <https://writing.wisc.edu/>. I will grade your writing more stringently as the course progresses.

That I am not assigning academic writing does not mean you can ignore writing quality in this course. No matter where your career takes you—including if it takes you into academe!—you need to be able to write to a professional standard. Inability to do so can seriously damage your prospects.

## Textbooks

This course has no required textbooks. I recommend the purchase of Halvorson and Rach, *Content Strategy for the Web* (2nd ed.) New Riders, 2012. (The library has this in ebook form.)

## Contacting me

**READ THE SYLLABUS** before asking a question, please; the syllabus may answer it! For any difficulty with the course that is not private or confidential, please use the Canvas help forum; *I will not answer such questions by email*. Please also do your best to assist your classmates on the forum. I am not available weekends; otherwise, I do my level best to answer forum questions and email within one business day.

Should you see dead links (it does happen, usually with no notice), weird due dates, or other syllabus problems, please post them to the "Syllabus problems and questions" forum on Canvas as soon as you see them.

## Assignments

### Grading scale

All final grades will be based on this scale:

A: 93.5-100, AB: 89.5-93.4, B: 83.5-89.4, BC: 79.5-83.4, C: 73.5-79.4, D: 64-73.4, F: anything below 64.

|                                 | Final-grade % |
|---------------------------------|---------------|
| Writing prompt responses        | 52%           |
| Web presence revamp project:    |               |
| First reaction                  | 8%            |
| Ethics review                   | 8%            |
| Identity/branding/design review | 8%            |
| Content strategy                | 8%            |
| Social-media plan               | 8%            |
| Final report                    | 8%            |
| TOTAL                           | 100%          |

In fairness to your classmates, late assignments will be penalized one final-grade percentage point per day or fraction of a day late.

There are no exams in this class.

## Course and assignment schedule

This course is designed as though it took place in a regular 15-week semester. This means that during the eight-week summer session, *each week contains two syllabus-weeks'* ("modules" in Canvas parlance) *worth of content and homework*. The exception is the week of July 4th, which requires only one module to accommodate Independence Day.

Course week runs from Sunday to Sunday, except the week of July 4 (Tuesday-Sunday). New course content opens at midnight Sunday; both modules' content for a given summer week will open at the same time. Assignments are due Fridays at 5pm CT; specific due dates are in the table below. I apologize for not using the Canvas scheduling/due-date function, but its usability is so poor as to cost me hours of construction time.

| Syllabus material | Dates     | Due dates this week  |
|-------------------|-----------|--|
| Modules 1/2       | 6/18-6/24 | 6/24 Modules 1 and 2 writing prompts; Organization choice for revamp project |
| Modules 3/4       | 6/25-7/1  | 7/1 Modules 3 and 4 writing prompts; First reaction                          |
| Module 5          | 7/3-7/8   | 7/8 Module 5 writing prompt  |
| Modules 6/7       | 7/9-7/15  | 7/15 Modules 6 and 7 writing prompts; Ethics review                          |
| Modules 8/9       | 7/16-7/22 | 7/22 Modules 8 and 9 writing prompts; Identity/branding/design review        |
| Modules 10/11     | 7/23-7/29 | 7/29 Modules 10 and 11 writing prompts; Content strategy                     |
| Modules 12/13     | 7/30-8/5  | 8/5 Modules 12 and 13 writing prompts; Social-media plan                     |
| Modules 14/15     | 8/6-8/12  | 8/12 Modules 14 and 15 writing prompts; Final report                         |

## Descriptions

### Writing-prompt responses

For each class module, a writing prompt is listed below; each has a corresponding discussion forum on Canvas. Answer the prompt thoughtfully, using support from class readings (an in-text citation is fine, no need to re-link or re-cite) as well as your own experience and outside readings (cite these with a link to online material OR a citation to offline material), but do not pad your answer to meet an arbitrary length limit—be kind to your classmates and instructor! These are worth four points apiece. Your two lowest writing-prompt grades will be dropped (including if you omit them; that's fine with me).

The prompt forum will be closed (moderated) until after the response due date (Friday of each week) so that responses will not be unduly influenced by prior responses. The ensuing Monday, I will open the responses for reading and further discussion. (You are not obliged to read all responses, but I do suggest at least skimming them.) You may prepare responses before they are due if you wish, but I ask that you not do so until you have finished the week's readings.

I WILL NOT ANSWER the question “how long do these need to be?” They need to be *as long as necessary* to show me that you 1) did the readings for this module, 2) thought carefully about the prompt, and 3) can communicate your thoughts usefully... *and no longer*. Outside of word-count-sensitive contexts (not rare, but not the usual case either), professional writing does not come with explicit length recommendations.

Grading: Context-appropriate, professional-quality writing for the web: 1 point.

Cogent, original, relevant, reasoned response that fully answers the question(s): 3 points.

**Module 1:** Introduce yourself and your academic/professional emphasis. Explain why you chose to take this class and what specifically you hope to learn from it. Next, give an overview of your current *individual* presence on the web: websites you own or participate in, social-media accounts you have. It is absolutely fine to describe these (e.g. “I run a website and Instagram account about my basketweaving hobby”) rather than giving URLs or handles/nicknames! It is also fine if you don't have a presence (though do some web searches on yourself to be sure!). Just explain briefly why that is.

**Module 2:** Read L.M. Sacasas's "Eight Theses Regarding Social Media" at <https://thefrailestthing.com/2017/05/23/eight-theses-regarding-social-media/> Pick the one you most identify with, and explain why it resonates with you. Now pick the one you most disagreed with, and offer a counterexample from your own life. Finally, pick one you did not immediately understand, research it, and explain what you learned. (N.b. I present these as provocations, not truths! I don't agree with several of them.)

**Module 3:** What did you know and how did you feel about online tracking before doing this week's readings? Do you feel any different about it now? Where would you draw a line between what is ethically acceptable to you and what isn't? How about between what is useful to society and what is corrosive to it? (These are hard questions. If you need to ramble a bit or tell stories, go ahead.)

**Module 4:** What groups of people do you hang out with online? (If you don't, ask a friend who is active online. Feel free to be vague, e.g. "a TV show fandom group" rather than "League of Tomorrow fandom" is fine.) What kind(s) of people/groups do you make an active effort to avoid online, and why? Looking at your lists, where do you think you are vulnerable to inappropriate polarization, confirmation bias, filter bubbles, and similar negative group effects?

**Module 5:** Do you feel completely included at UW-Madison? Why or why not? What have you seen online that could make (or has made) you or someone else in the UW-Madison community feel excluded? What can UW-Madison's official web presence (including social media) do to make UW-Madison more inclusive? What can UW-Madison students do?

**Module 6:** Tell about a time that you or a friend or family member fell for a hoax or fake news online. (Practically all of us have, me included!) Why did the hoax work? Were there warning signs you/they ignored? Do you approach online information differently as a result of the experience?

**Module 7:** Briefly describe a group effort you were part of (class project, event, student-organization project, work project, website project...) that went poorly because of what Heddleston describes as "null process" and its ugly effects. How did group members' individual egos, situations, and goals (including yours!) get in the way? If you had the project to do over again, what project-management tools and/or techniques would you use to improve the process and the results?

**Module 8:** For the organization/service whose web presence you are revamping, explain who the stakeholders (including end users) are, and extrapolate what you believe their attitude to the revamp process will likely be. Who are the HiPPOs, and how would you best manage them? Who is liable to bikeshed? Is design-by-committee likely, and if so, how would you finesse it?

**Module 9:** Find the website and any social-media presences for the UW-Madison department where your major (or intended major, or a major you're considering) is. Now find similar departments at two other colleges/universities. Which one does the best job expressing its identity through its design, branding, and site/social-media copy? Why? How could your UW-Madison department improve?

**Module 10:** Pick one page in one of the websites you evaluated for the last module. Rewrite and restructure the page's main text (ignore navigation, sidebars, etc) according to Schmidt's guidelines. Post the URL and your rewritten text to this week's Canvas forum.

**Module 11:** Twitter is in deep business and reputational trouble right now over widespread abuse and harassment. What do you think are its best roads to solving this problem? What can/should the law (at whatever level you think appropriate) do about it? What can the rest of us do about it?

**Module 12:** Pick a social-media platform unfamiliar to you (honor system!) from this list: Slack, LibraryThing, Ravelry, StackExchange, Google+, Tumblr, Pinterest, Instagram, Snapchat, or WeChat. Find out whatever you can about its user demographics, adoption level, platform-specific conventions, known privacy/security issues, and API/tool integration. Offer an educated recommendation regarding who should use this platform professionally ("no one" is an acceptable answer when justified), how, and why.

**Module 13:** Among the departments you looked at in Module 9, which has the best SEO? Using at least two different search engines, do at least three searches that you think a prospective student would likely do that should lead someplace on the departments' websites. At least one search should be designed NOT to land on a department's home page! For each search, record where each department landed in the SERPs (if it's not on the first three pages of SERPs, give up; the department clearly needs to do better). For the worst-performing department, make one suggestion for improving its SEO.

**Module 14:** Click into the Open Web Analytics demo at <http://demo.openwebanalytics.com/owa/>. Click on "View reports." On the resulting dashboard, walk through EACH SUBPAGE in the "Content," "Visitors," and "Traffic" sections of the left-hand navigation bar. In your own words, explain briefly what each subpage is trying to tell you. (It's okay if a few are too

confusing to understand; just say so.) If you believe any pages have incorrect, incomplete, or misleading information, say so and suggest why.

**Module 15:** Based on your work last module, explain which Open Web Analytics subpages you think would be most important for the department chair of the department whose web presence you evaluated in modules 9, 10, and 13 to look at.

## Major project: Revamping a web presence

By the end of the first class module, choose one of the organizations/situations listed on Canvas. Alternately, choose an organization or service that you are already familiar with and post its name, home page URL (if it has one), and (brief, please!) description to the “Organization alternatives” forum on Canvas. (This is not for my approval precisely—it’s just so that I can become familiar with the organization and its web presence alongside you.)

### First reaction

Browse the organization/service’s website, and look through each of its social-media accounts. In a two-page memo (see Purdue OWL <https://owl.english.purdue.edu/owl/resource/590/1/> for how memos work), describe:

- The organization/service’s mission and short- to medium-term goals (in your own words, please! don’t copy and paste)
- As best you can tell, the organization/service’s three most important goals *for its web presence*
- Which people and groups they seem to be aiming their web presence at
- The overall tone of voice (humorous? stuffy? welcoming? inclusive? exclusive? serious? etc.) of their website design and writing, compared/contrasted with the tone on their social-media accounts
- How they produce that tone, and whether you believe that tone fits well with their mission/vision/goals and apparent audiences
- Possible problems with the web presence: is it dated? crowded? wordy? hard to figure out? offensive? boring?

Grading: Memo format: 1 point. Reasonable read on mission and goals: 1 point. Reasonable read on audience: 2 points. Reasonable read on tone: 2 points Thoughtful problem analysis: 2 points

### Ethics review

Evaluate the organization/service’s web-presence ethics. Is the site trustworthy? Inclusive? Is its social-media presence contributing to polarization, hoaxes/fake news, and other negative online phenomena? Is its privacy policy clear and (given what you now know about online tracking) ethical? What online trackers is it using; is it selling out its users? (Ask on Canvas if you need help locating a reliable tracker-finding tool.)

Grading: Content ethics: 2 points. Privacy policy evaluation: 3 points. Tracker evaluation: 3 points.

### Identity, branding and design review

Based on the information you collected in your first reaction, evaluate how well the organization’s identity comes through on its web presence:

- Does the website typography fit with the organization/service’s identity?
- What about the site colors? How will the organization/service’s main userbases react to those colors?
- Is the organization/service’s tone of voice appropriate to its identity? Consistent throughout the web presence? An attraction or a turnoff to its main userbases?

If you were to rebrand this organization/service, what are the top three design/branding elements you would change about its web presence?

Grading: Typography evaluation: 1 point. Colors evaluation: 1 point. Tone evaluation: 2 points. Rebranding suggestions: 4 points

### Content strategy

Make the organization/service a content strategy for its website, per Halvorson and Rach’s suggestions in chapters 7 through 9. Include at minimum a core strategy, a substance strategy, and suggestions about workflow and governance; you may also include anything else you think particularly useful.

Grading: Core strategy: 1 point. Substance strategy: 3 points. Workflow and governance: 2 points. Overall coherence and quality of strategy: 2 points

## Social media plan

Make the organization/service a social-media outreach plan, addressing:

- which specific population(s) the organization should try to reach via social media (n.b. think more broadly than just the obvious userbase! and remember that listening/responding is also a method of reaching people!)
- which social media platform(s) *they are not already using* are best-suited to reach those population(s) and why
- a social-media workflow that is feasible to accomplish given the organization's staffing (recommend tools as appropriate)

Grading: Population analysis: 3 points. Social-media platform recommendations: 3 points. Workflow recommendations: 2 points.

## Assessment strategy

Mock up a dashboard that you think will serve the organization/service's leadership especially well. (You may grab chart screenshots from Open Web Analytics or any other analytics platform you are familiar with to build your dashboard mockup—I don't expect you to invent and then visualize the data!) Explain its parts as though you were addressing that leadership, especially what each part communicates and how that part should inform decisionmaking about the website.

Grading: Dashboard-content sufficiency: 2 points. Dashboard-content relevance to leadership needs: 2 points. Explanation quality, clarity, and audience-appropriateness: 4 points.

## Final report

Gather together all the work you have done into a report you would deliver if you were consulting for the organization and this plan represents your main deliverable. Reread it and make any changes (including to tone; you will likely have to rewrite your first memo) you think appropriate. Make sure its design represents your brand identity as a consultant. (It should at minimum look good enough that they'll want to pay you for it!) Standard term-paper typography and layout are *not* appropriate for this assignment and *will* lose points. Turn in your report to the designated Canvas dropbox.

Grading: Visual design that expresses brand identity: 4 points. Tone: 2 points. Mechanics (grammar, spelling, good web-writing/business-writing practices): 2 points.

## Reading schedule

Don't try to click on links from the syllabus! They may not work due to breaking across lines. Use Canvas links instead!

## Unit 1: Managing the web means dealing with people.

### Module 1: Class intro. What does "a web presence" consist of? How does yours reflect your identity?

*Learning objectives: Web presence components: intranet, social media (active and passive; anywhere you're being spoken of), website, test site, backups/version control, raw materials, etc. Components of web-presence management. Professional ethics.*

Kahn. "Web governance: becoming an agent of change." A List Apart. <http://alistapart.com/article/web-governance-becoming-an-agent-of-change>

Samuels. "Types of content management systems explained." <http://techwhirl.com/types-of-content-management-systems/>

Diffily. "Educate your stakeholders!" A List Apart. <http://alistapart.com/article/educatingstakeholders>

Thomas. "Client education and post-launch success." A List Apart. <http://alistapart.com/article/client-education-and-post-launch-success>

Monteiro. "Ethics can't be a side hustle." <https://deardesignstudent.com/ethics-cant-be-a-side-hustle-b9e78c090aee> (Content warning: obscene language.)

Reyes. "The perks are great. Just don't ask us what we do." <https://backchannel.com/the-perks-are-great-just-dont-ask-us-what-we-do-d5abc6867103#.gs7z647dw> (Ask yourself what you would do in this position. It could happen.)

Wong. "Uber's 'hustle-oriented' culture becomes a black mark on employees' resumes." <https://www.theguardian.com/technology/2017/mar/07/uber-work-culture-travis-kalanick-susan-fowler-controversy>

## Module 2: Who am I when I'm online? Is it who I want to be?

*Learning objectives: Erving Goffman, performativity, "fronts." "Authenticity" online. Context collapse. Negativity bias. "Real name" controversies.*

Goffman. "The presentation of self in everyday life."

Gaden and Dumitrica. "The 'real deal': Strategic authenticity in politics and social media." <http://journals.uic.edu/ojs/index.php/fm/article/view/4985/4197>

Marwick. "In defense of getting personal on Twitter." <http://chronicle.com/article/In-Defense-of-Getting-Personal/145945>

Mason. "Accentuate the negative." <https://www.themarysue.com/negativity-bias-in-fandom/>

Lewis. "Context collapse, performance piety and civil inattention." *The Guardian*. <http://www.theguardian.com/technology/2014/dec/31/web-concepts-need-understand-2015-guide-netiquette>

Madrigal. "Why Facebook and Google's concept of 'real names' is revolutionary." <http://www.theatlantic.com/technology/archive/2011/08/why-facebook-and-googles-concept-of-real-names-is-revolutionary/243171/>

Moore. "Why not everything should be connected." <http://www.challengestodemocracy.us/home/talking-politics-online-why-not-everything-should-be-connected/>

York. "A case for pseudonyms." <https://www.eff.org/deeplinks/2011/07/case-pseudonyms>

## Module 3: Privacy online.

*Learning objectives: "Panopticon." How privacy is both individually and societally desirable. Social cooling. Data collection; data brokers; "big data" and data analytics. Impact of online/offline tracking on individuals and society. Use of networks/associations for redlining etc.*

Brignall. "The new panopticon." <http://unpan1.un.org/intradoc/groups/public/documents/apcity/unpan003570.pdf> (This is old! Do you believe its predictions were correct?)

Christl. "Corporate surveillance in everyday life." <http://crackedlabs.org/en/corporate-surveillance>

Narayanan and Reisman. "The thinning line between corporate and government surveillance." <https://www.theatlantic.com/technology/archive/2017/05/the-thinning-line-between-commercial-and-government-surveillance/524952/>

Leber. "Your data footprint is affecting your life in ways you can't even imagine." <http://www.fastcoexist.com/3057514/your-data-footprint-is-affecting-your-life-in-ways-you-cant-even-imagine>

"Social cooling." <https://www.socialcooling.com/>

Johnson. "Structural justice in student analytics; or, the silence of the bunnies." <https://www.the-other-jeff.com/2017/02/structural-justice-in-student-analytics-or-the-silence-of-the-bunnies/> (Keep in mind: student learning analytics uses the same data-collection and data-analysis techniques discussed in above readings.)

Machkovech. "Report: Facebook helped advertisers target teens who feel 'worthless.'" <https://arstechnica.com/business/2017/05/facebook-helped-advertisers-target-teens-who-feel-worthless/>

Northrup. "At least 10 students lose Harvard acceptance for posting ill-advised memes on Facebook." <https://consumerist.com/2017/06/05/at-least-10-students-lose-harvard-acceptance-for-posting-ill-advised-memes-on-facebook/>

## Module 4: Who are we when we're online (and who's "we" anyway)?

*Learning objectives: Digital citizenship. Network effects. Harassment and abuse. Political identity online; polarization, confirmation bias, availability heuristic, selection bias. The "attention economy."*

Goldhaber. "The attention economy and the net." <http://firstmonday.org/ojs/index.php/fm/article/viewArticle/519/440>

Carr. "How technology created a global village—and put us at each other's throats." <https://www.bostonglobe.com/ideas/2017/04/21/how-technology-created-global-village-and-put-each-other-throats/pu7MyoAkdyVComb9aKyu6K/story.html>

Smith. "The shouting class." <https://noahpinionblog.blogspot.com/2017/06/the-shouting-class.html>

Croeser. "Thinking beyond 'free speech' in responding to online harassment." <http://adanewmedia.org/2016/10/issue10-croeser/>

Mina. "When Internet memes infiltrate the physical world." <https://www.theatlantic.com/technology/archive/2017/05/when-internet-memes-infiltrate-the-physical-world/523887/>

Hunter. "Political privacy and online politics: how e-campaigning threatens voter privacy." <http://firstmonday.org/ojs/index.php/fm/article/viewArticle/930/852>

## Module 5: Social media, social justice, and social change

*Learning objectives: How socioeconomic class, race/ethnicity, gender, and sexuality affect social-media use and user experience. Avoiding insensitivity while maintaining a social-media presence. Social media in education; “creepy-treehouse syndrome.” Social media in activist communities; “slacktivism.”*

Watkins. “Addressing race, inequity issues through social media power.” <http://dmlcentral.net/addressing-race-inequity-issues-through-social-media-power/>

Center for Media Justice. “The digital culture shift: from scale to power.” [http://centerformediajustice.org/wp-content/uploads/2015/08/digital\\_culture\\_shift\\_report.pdf](http://centerformediajustice.org/wp-content/uploads/2015/08/digital_culture_shift_report.pdf) (pp 4-14, 50-54; reading the rest encouraged!)

Watters. “Top ed-tech trends for 2015: social media, campus activism, and free speech.” <http://hackeducation.com/2015/12/19/trends-social-media/>

Young. “When professors create social networks for classes, some students see a ‘creepy treehouse.’” <http://chronicle.com/blogs/wiredcampus/when-professors-create-social-networks-for-classes-some-students-see-a-creepy-treehouse/4176>

*The following readings are intended as examples of what NOT to do:*

“#myNYPD’s epic fail.” *Boston Globe*. <https://www.bostonglobe.com/opinion/editorials/2014/05/06/nypd-twitter-failure-offers-lessons-law-enforcement-social-media/o5bwtCs0kXxshH2GLQhq0L/story.html>

Rosenberg. “Why Seth Farlane and the Onion’s jokes about Quvenzhané Wallis are so gross.” <http://thinkprogress.org/alyssa/2013/02/25/1633981/why-seth-macfarlane-and-the-onions-jokes-about-quvenzhan-wallis-are-so-gross/>

Naidu. “What brands can learn from IBM’s #HackAHairDryer campaign fiasco.” <http://lighthouseinsights.in/ibm-hackahairdryer-backfires.html/>

## Module 6: Information and mis- online.

*Learning objectives: “Fake news” and how web advertising practices contribute to it. Fluency heuristic. Search engines; what people believe about search engine “neutrality;” search engine bias. Critical evaluation of information. Filter bubbles.*

Nikolov et al. “Measuring online social bubbles.” <https://peerj.com/articles/cs-38/>

“Search engines and ethics.” Stanford Encyclopedia of Philosophy. <https://plato.stanford.edu/entries/ethics-search/> (Section 3.)

Starbird. “A window into the alternative media ecosystem.” <https://medium.com/hci-design-at-uw/information-wars-a-window-into-the-alternative-media-ecosystem-a1347f32fd8f>

Shaffer. “Spot a bot.” <https://medium.com/data-for-democracy/spot-a-bot-identifying-automation-and-disinformation-on-social-media-2966ad93a203>

Mantzaris. “Repetition boosts lies—but could help fact-checkers, too.” <http://www.poynter.org/2017/repetition-boosts-lies-but-could-help-fact-checkers-too/460552/>

Cook. “Inoculation theory: using misinformation to fight misinformation.” <https://theconversation.com/inoculation-theory-using-misinformation-to-fight-misinformation-77545>

## Unit 2: A web presence that works

### Module 7: People doing web work: project management, web workflows, authentication/authorization.

*Learning objectives: Basic project management techniques. Common poor web-related workflows; implementing better ones. How authentication and authorization work; how they intersect with web workflows.*

Heddleston. “The null process.” <https://kateheddleston.com/blog/the-null-process>

Leading Virtually. “Team compact.” <http://www.leadingvirtually.com/virtual-team-tools-team-compact/>

Halvorson and Rach. *Content Strategy for the Web*. <https://search.library.wisc.edu/catalog/9912147146002121> (Chapters 1-3, 9.)

Ballard and Teague-Rector. “Building a library web site: strategies for success.” <http://crln.acrl.org/content/72/3/132.full>

McAlorum. “University of Waterloo library website redesign project charter.” [https://uwaterloo.ca/library/web-redesign/sites/ca.library.web-redesign/files/uploads/files/uwaterloolibrarywebsiteredesign\\_projectcharter\\_feb202014\\_0.pdf](https://uwaterloo.ca/library/web-redesign/sites/ca.library.web-redesign/files/uploads/files/uwaterloolibrarywebsiteredesign_projectcharter_feb202014_0.pdf)

McKenzie. “Security lessons learned from the Diaspora launch,” section entitled “Authentication != authorization: the user cannot be trusted.” <http://www.kalzumeus.com/2010/09/22/security-lessons-learned-from-the-diaspora-launch/> (Reread this until you understand what “authentication” and “authorization” are, and the damage that authenticated users can do via unauthorized actions!)

## Module 8: The web-design process. Site redesign and migration.

*Learning objectives: Designing vs. theming a website. Redesign/migration processes and their pitfalls (bikeshedding etc). Working with stakeholders.*

Broadwater. "Why am I doing this to our users?" <https://libux.co/why-am-i-doing-this-to-our-users/> (This is your Fearful Warning!)

Halvorson and Rach. *Content Strategy for the Web*. <https://search.library.wisc.edu/catalog/9912147146002121> (Chapters 10-12.)

Kaushik. *Web Analytics 2.0*. <https://search.library.wisc.edu/catalog/9912336564902121> Chapter 14: "HiPPOs, ninjas, and the masses: creating a data-driven culture."

Hildahl. "6 steps: how to plan a successful website redesign." <http://www.farreachinc.com/blog/far-reach/2014/08/14/6-steps-how-to-plan-a-successful-website-redesign>

Follett. "How to navigate design by committee." <http://sixrevisions.com/project-management/how-to-navigate-design-by-committee/>

"Bikeshedding." <http://codeofthedamned.com/index.php/bikeshedding>

## Module 9: Identity, branding, and design.

*Learning objectives: How people decide whether to trust websites. Typography. Color. Organizational identity and branding. Social engagement online.*

Chayka. "Facebook and Google are making lies as pretty as truth." <https://www.theverge.com/2016/12/6/13850230/fake-news-sites-google-search-facebook-instant-articles>

McCarty. "Social media identity crisis: how do employees and brands avoid a personality disorder?" <https://ethanmccarty.com/2011/09/12/social-media-identity-crisis-how-do-employees-and-brands-avoid-a-personality-disorder/>

Hunt. "Can't buy me love: following the social engagement protocol." <http://www.tarahunt.com/blog/2013/06/25/cant-buy-me-love-moving-too-fast-on-social-platforms>

Harris. "How technology is hijacking your mind." <https://journal.thriveglobal.com/how-technology-hijacks-peoples-minds-from-a-magician-and-google-s-design-ethicist-56d62ef5edf3>

Moxley. "Principles of design." <http://writingcommons.org/open-text/writing-processes/format/112-principles-of-design>

Reidsma. "Typefaces as identity." <https://matthew.reidsrow.com/articles/10>

Elizabeth. "A simple web developer's color guide." <https://www.smashingmagazine.com/2016/04/web-developer-guide-color/>

## Module 10: Content strategy. Writing for the web.

*Learning objectives: What content strategy is and how to create one. Best practices in web writing.*

"Kairos." <http://rhetoric.byu.edu/Encompassing%20Terms/kairos.htm> (I love this word and want you to know it. I also think it a useful frame for both content strategy and web writing!)

Halvorson and Rach. *Content Strategy for the Web*. <https://search.library.wisc.edu/catalog/9912147146002121> (Chapters 7-9.)

"Content strategy." <http://www.usability.gov/what-and-why/content-strategy.html>

Halvorson. "The discipline of content strategy." <http://alistapart.com/article/thedisciplineofcontentstrategy>

Jack. "Extreme trimming: getting a 650 page website down to 100." <https://medium.com/@AndyJack/extreme-trimming-getting-a-650-page-website-down-to-100-fed694c33b9a>

Moss. "Content & usability: writing for the web." <http://www.webcredible.com/blog/content-usability-writing-web/>

Schmidt. "Writing for the web: save the time of the reader" <http://www.walkingpaper.org/5225>

Kissane. "A checklist for content work." A List Apart. <http://alistapart.com/article/a-checklist-for-content-work>

Kissane. "Content templates to the rescue." A List Apart. <http://alistapart.com/article/content-templates-to-the-rescue>

Leise. "Content analysis heuristics." Boxes and Arrows. <http://boxesandarrows.com/content-analysis-heuristics/>

## Unit 3: Managing social media

### Module 11: Social media's identity, history, and controversies. Identity and social media.

*Learning objectives: What is social media? What is its legal status vis-a-vis prior forms of interaction? Why is social media important? Career opportunities involving social media. Social-media strategy, policy, assessment, crisis management. Maintaining an individual professional social-media presence; social media as personal-learning network (conference hashtags, tweetchats). Tone and humor on social media. Social-media moderation.*

boyd and Ellison. "Social network sites: definition, history, and scholarship." *Journal of Computer-Mediated Communication*, 2007. <http://www.danah.org/papers/JCMCIntro>

Cegłowski. "The social graph is neither." [https://blog.pinboard.in/2011/11/the\\_social\\_graph\\_is\\_neither/](https://blog.pinboard.in/2011/11/the_social_graph_is_neither/)

Napoli and Caplan. "Why media companies insist they're not media companies, why they're wrong, and why it matters." <http://firstmonday.org/ojs/index.php/fm/article/view/7051/6124>

Cohen. "Social media definitions." <http://heidicohen.com/social-media-definition/>

Perrin. "Social media usage: 2005-2015." <http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/>

Bulger and Davis. "When social media assignments increase risks for vulnerable students." <https://dmlcentral.net/social-media-assignments-increase-risks-vulnerable-students/> (This is why I don't require public social-media work in this class. I want you to understand my reasoning!)

### Module 12: Managing social media.

*Learning objectives: Social media platforms past and present; types of platforms. Social-media conventions (hashtags, friending, memes, etc). The business of social media, and how it impacts social-media users. Evaluating social-media platforms. Tools for maintaining social-media presence.*

Schaefer. "What are the best social media platforms for your business?" <http://www.businessesgrow.com/2015/06/01/best-social-media-platforms/>

Aalen and Jackson. "Reclaiming social: content strategy for social media." A List Apart. <http://alistapart.com/article/reclaiming-social-content-strategy-for-social-media>

Lee. "How do you manage multiple social media accounts?" <https://blog.bufferapp.com/how-to-manage-multiple-social-media-accounts>

Folger. "Implementing a small-business social media strategy." <http://www.investopedia.com/university/implementing-small-business-social-media-strategy/> (click through entire report)

Thomas. "You will notice less of NIU Rare Books on social media these days..." <http://lynnemthomas.com/?p=1041> and <http://www.niu.edu/social-media/policy.shtml> (How NOT to do social-media strategy, policy, and assessment.)

Brooklyn Museum. "Social change." <https://www.brooklynmuseum.org/community/blogosphere/2014/04/04/social-change/>

Grimmelmann. "The virtues of moderation." [http://yjolt.org/sites/default/files/Grimmelmann\\_The-Virtues-of-Moderation.pdf](http://yjolt.org/sites/default/files/Grimmelmann_The-Virtues-of-Moderation.pdf)

Brown. "Fire drills: communications strategy in a crisis." A List Apart. <http://alistapart.com/article/fire-drills-communications-strategy-in-a-crisis>

## Unit 4: Assessing a web presence

### Module 13: Who will find your web presence? SEO

*Search-engine optimization. SERPs. PageRank and similar measures. Googlebombing. Black-hat SEO and why to avoid it. SEO snake oil and how to avoid it.*

Scott. "White hat search engine optimization (SEO)." <https://journal.lib.uoguelph.ca/index.php/perj/article/download/3328/3492> (You don't have to understand all the code here, but you should do your best to understand what it accomplishes for search engines.)

"The periodic table of SEO success factors." <http://searchengineland.com/download/seotable/SearchEngineLand-Periodic-Table-of-SEO-2015.pdf> (Read all the descriptions, please.)

Franceschi-Bicchierai. "Google will soon shame all websites that are unencrypted." <http://motherboard.vice.com/read/google-will-soon-shame-all-websites-that-are-unencrypted-chrome-https>

Izenwasser. "Publishers getting left behind on mobile." <http://www.digitalbookworld.com/2015/on-mobile-shift-publishers-must-follow-googles-lead/>

Sullivan. "RIP Google PageRank score: a retrospective on how it ruined the web." <http://searchengineland.com/rip-google-pagerank-retrospective-244286>

“Documents outline UC Davis efforts to monitor online reputation of Katehi, university.” <http://www.sacbee.com/news/investigations/the-public-eye/article74489837.html>

## Module 14: Assessment. Log analysis. Web analytics.

*Learning objectives: Using server logs and other web-analytics tools to assess a site's efficacy and usability, and to improve or redesign it.*

Weinstein. “When web experiments violate user trust, we're all victims.” <https://lauren.vortex.com/archive/001078.html>

Halvorson and Rach. *Content Strategy for the Web*. <https://search.library.wisc.edu/catalog/9912147146002121> (Chapters 4-6.)

Kaushik. *Web Analytics 2.0*. <https://search.library.wisc.edu/catalog/9912336564902121> Chapters 3, 4, and 9.

Mozyrko. “Your guide to online research and testing tools.” Boxes and Arrows. <http://boxesandarrows.com/your-guide-to-online-research-and-testing-tools/>

Kaushik. “Internal site search analysis: simple, effective, life-altering!” A List Apart. <http://alistapart.com/article/internal-site-search-analysis-simple-effective-life-altering>

Cardello. “Three uses for analytics in user-experience practice.” <https://www.nngroup.com/articles/analytics-user-experience/>

Bedford. “Segment analytics data using personas.” <https://www.nngroup.com/articles/analytics-persona-segment/>

McGovern. “What really matters: focusing on top tasks.” A List Apart. <http://alistapart.com/article/what-really-matters-focusing-on-top-tasks>

## Module 15: Communicating assessment results.

*Learning objectives: Basic data visualization for web analytics.*

Lurie. “Data that persuades: Annotated.” [https://www.slideshare.net/wrttnwrd/data-that-persuades-annotated-from-ses-sf-2012/18-YOUR\\_CAREER\\_IS\\_ABOUT\\_BEING](https://www.slideshare.net/wrttnwrd/data-that-persuades-annotated-from-ses-sf-2012/18-YOUR_CAREER_IS_ABOUT_BEING)

Young. “Web analytics dashboards: making reporting simple and easy.” <https://webtoolkit.govt.nz/blog/2015/07/web-analytics-dashboards-making-reporting-simple-and-easy/>

Kaushik. *Web Analytics 2.0*. <https://search.library.wisc.edu/catalog/9912336564902121> From chapter 10: “Building the action dashboard” (pp. 288-94)