

**Professor** Tatiana Rodriguez

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**HRM & SOCIAL MEDIA** 37:533:355:92 Spring 2025 Wed 12:10 - 3:10 pm ET. Please arrive by 12:05 pm.

**Location:** Zoom. Click "Zoom" from the main menu in Canvas to join our sessions.

**Canvas Link:** <https://rutgers.instructure.com/courses/343868>

## 1. WELCOME to our class.



I'm Tatiana and I believe in **#InvestingInTheNextGeneration**.

I'm an Adjunct Professor and Content Creator. We'll get to know each other in class but if you want to learn more about me, visit: [LinkedIn Profile](#), [YouTube](#), [My Past Student Evaluations](#), [Rate My Professors](#).

Curious about the **dynamic world of social media**? We will explore the elements that shape our digital landscape by focusing on human resources and labor studies. We will dive into many topics, such as the interplay between our brains and social media, content design, live streaming, recruitment, employee engagement, and legal considerations.

You can reach me via email: [tatiana.rodriguez@rutgers.edu](mailto:tatiana.rodriguez@rutgers.edu) and via text/phone at 848.209.6535.



## 2. WHAT MATERIALS/TOOLS WILL YOU NEED?

All resources will be linked in Canvas. There are no required texts to purchase in advance. This isn't your ordinary lecture series. Get ready for an interactive experience that will tap into your creativity, build classroom connections, and help you develop your tech skills. Class time will be an interactive 2-way street, so please come prepared to engage with the whole class and in small teams. Classes will be held synchronously online via Zoom and other meeting platforms.

### For all classes, you will need:

1. 📹 Cameras (a working webcam turned on and showing your face).
2. 🎤 Microphones (clear audio in a quiet space or from a microphone, headset, or a corded mic and headphones from your cell phone)
3. 📶 Strong internet service (for stable connectivity).
4. 🏠 A steady, non-moving location to concentrate and be present.

This will also be a place to expand your curiosity, deepen your character, connect with peers, and be more at ease speaking up. Get ready to make your mark in the world of social media.

## 3. WHAT DO I NEED TO KNOW ABOUT ACADEMIC INTEGRITY, PLAGIARISM, USE OF ARTIFICIAL INTELLIGENCE, AND DIGITAL CITIZENSHIP ? (aka being an honest human being)

**Academic Integrity:** I encourage you to discuss the material with your classmates and anyone that can be of help to you; however, all work you turn in must be your own work. I take academic integrity very seriously and have had to handle matters of this nature with students previously. Not a good time for anyone.

Please inform yourself of Rutgers' policy on academic integrity which describes and gives examples of violations on academic integrity. The academic integrity policy can be found at the following web address: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

If you violate this code, you risk a failing grade in the course and even possible suspension from the university. Violations of academic integrity include, but are not limited to, cheating, aiding cheating or other acts of acts of academic dishonesty, plagiarism, misrepresentation of data, falsification of medical documents, falsification of academic records or documents and unauthorized access to computerized academic or administrative records or systems. Plagiarism is the presenting of others' ideas as if they were your own. When you write a paper, create a project, do a presentation or create anything original, it is assumed that all the work, except for that which is attributed to another author or creator, is your own.

Plagiarism is considered a serious academic offense. The penalties for plagiarism may be severe, ranging from failure on the particular piece of work, failure in the course or expulsion from school in extreme cases. Note that word-for-word copying is not the only form of plagiarism. Plagiarism may take the following forms:

- Copying word-for-word from another source and not giving the source credit.
- Paraphrasing the work of another and not giving the source credit.
- Adopting a particularly apt phrase as your own.



Using an image or a copy of an image without crediting the source.

Paraphrasing someone else's line of thinking in the development of a topic as if it were your own.

Receiving excessive help from a friend or elsewhere, or using another project as if it were your own.

**Use of Turnitin:** You agree that by taking this course, all required work may be submitted for textual similarity review to turnitin.com (directly or via Canvas) for plagiarism detection. All submitted work will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such work. Use of the [turnitin.com](https://www.turnitin.com) service is subject to the Usage Policy posted on the Turnitin.com site.

**Use of Artificial Intelligence (AI)** 🤖 You're welcome to use AI tools like ChatGPT to spark creativity, help you generate ideas, create graphics, or fine-tune final edits. These tools can be very helpful to help you prevent "blank page syndrome", move you forward when you're stuck, or revise nearly finished work. It is not a substitute for your unique experience, so keep your personal voice strong and weave in your own knowledge and insights. When using AI, review and edit your work carefully so your perspective shines through. Document your use of AI by citing the tool in your outlines and noting how it helped you. This way, we can all maintain academic integrity and appreciate how AI can enhance, but never replace, your own critical thinking and creativity. We'll chat more about these guidelines in class so everyone feels confident and comfortable using AI.

**Course Etiquette, "Netiquette" & Digital Citizenship:** We will all interact from our screens, computers & keyboards for this course. I strive to create a learning experience where we feel comfortable being ourselves, can discuss sensitive topics, and share creative media content that may be personal. For this to happen, we must all respect and protect each other. This means being honest, responsible, and trustworthy around matters of privacy, security, all forms of communication, contact information, copyright, creative credit, discussions, feedback sessions, photos, and videos of each other.

## 4. COURSE DETAILS

**A. Course Description:** This dynamic course explores the fusion of social media platforms with the realms of Human Resources (HR) and Labor Studies (LS). It aims to blend theoretical knowledge with practical application, encouraging students to engage actively with social media concepts and tools. Through collaborative teamwork, solo work, and hands-on assignments, you will cultivate creative approaches to leverage social media. The course is designed to develop your creativity, design abilities, teamwork, and communication skills. You will gain valuable insights into harnessing the power of social media for effective HR practices through research, strategy development, implementation, analysis, monitoring, and measuring engagement, and evaluation. Additionally, you will develop an appreciation for the ever-evolving nature of the social media creation process and learn how to understand and adapt to your audience. The course is structured to be engaging, interactive, and fun, fostering creativity and innovation in social media strategies for HR and Labor Studies.

### **B. Course Learning Objectives:**

1. Conduct research on social media trends, best practices, and case studies relevant to HR and LS.
2. Develop strategic social media plans tailored to HR objectives, including recruitment, employee engagement, and brand management.
3. Implement social media posts using various platforms and content types to achieve HR goals.
4. Monitor and measure the effectiveness of social media strategies using analytics and metrics.
5. Evaluate, reflect on, and adjust social media strategies based on data-driven insights and feedback loops.



## **SMLR Learning Objectives:**

I) Written & Oral Communication: Communicate effectively at a level and in modes appropriate to an entry level professional.

- Communicate complex ideas effectively, in standard written English
- Analyze and synthesize information and ideas from multiple sources to generate new insights
- Produce quality research papers with proper convention of attribution/citation
- Produce high quality executive summaries
- Make an argument using contemporary and/or historical evidence
- Present ideas and arguments in a logical and effective way

V) Understanding Context: Evaluate the context of workplace issues, public policies, and management decisions.

- Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues related to the selection, motivation, and development of talent in a global context (HRM)

VI) Application: Demonstrate an understanding of how to apply knowledge necessary for effective work performance.

- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory and ethical issues related to their field
- Develop human resource management functional capabilities used to select, motivate, and develop workers
- Understand the internal and external alignment and measurement of human resource practices.

VII) Professional Development: Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations.

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one's career
- Understand cultural differences and how to work in a multicultural environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal & professional development skills.


**C. Pre-requisites, Co-requisites or Section-Specific Restrictions:** None



## 5. CALENDAR

CLASS	DATES	ASSIGNMENTS (due before class)	IN-CLASS TOPICS
1	01-22	<b>Fill-in:</b> - Student Dossier - Academic Integrity & Digital Citizenship Contract - Personality Profiles - Audience Analysis Survey  Watch LinkedIn Tips for College Students (16 min) + comment with 1 takeaway.	Welcome Social Media and Our Brains Platform & Content Types  LinkedIn Profiles 1: Foundation
2	01-29	LinkedIn: Customize URL Update your Profile Photo Add Experience	Branding: Personal, Employee, Organization Visual Content Design Prep for SM Post Design LinkedIn Profiles 2: Branding
3	02-05	LinkedIn: Define Your Brand Brand your Cover Image Craft Your Headline	Verbal & Non-Verbal Communication Prep for SM Post Design
4	02-12	LinkedIn: Build "About" Section	Knowing & Listening to Your Audience Social Listening Use of AI LinkedIn Profiles 3: Listen & Comment Prep for Post Presentations
5	02-19	 Social Media Post Design & Presentation  LinkedIn: Share a post about your designs	
6	02-26	 Self-Reflection: Social Media Post Design & Presentation  LinkedIn: Share a post about your presentation	Social Media Uses in HR: (Recruiting, Employee Engagement, Employee Recognition, Learning, Training, & Development, Community Building)  LinkedIn Profiles 4: Experience & Skills
7	03-05	LinkedIn: Edit Experience Add Skills Add Volunteer Work Endorse Others	Objectives and Key Results (OKRs) Key Performance Indicators (KPIs) Meet your Live Show Teams LinkedIn Profiles 5: Learning + Hot Seats
8	03-12	LinkedIn: Add Education, Training, Certifications	Storytelling Virtual Cameras Demo (Camo, Prism Live) Live Shows Prep  LinkedIn Profiles 6: LinkedIn Storytelling
	03-19	SPRING BREAK 	



9	03-26	<b>LinkedIn:</b> Add personal post about Spring Break Share a relevant story about the semester Add to Featured Section	<b>Storytelling cont'd</b> Copywriting Live Shows Prep Live Streaming & Content Creation LinkedIn Profiles 7: Post Content
10	04-02	 <b>Promotional Posts for Live Show</b>	Creation Strategies & Scheduling Tools Promotions & Campaigns Effective Communication Team Dynamics Conflict Resolution
11	04-09	 <b>Record Team Rehearsal for Live Show</b>  <b>LinkedIn:</b> Schedule a Post Comment on Others' Posts	<b>Promo Post Reveals</b> <b>Preparation &amp; Rehearsals</b>
12	04-16	 <b>Team Project: Live Shows</b>	
13	04-23	 <b>Team-Reflection: Live Shows &amp; Promotional Posts</b>	Analytics: Monitoring & Measuring Evaluation, Reflection & Adjusting  Legal Issues, Trolls & Negative Comments LinkedIn Profiles 8: Reveals
14	04-30	 <b>Individual Semester Growth Presentations</b>  <b>LinkedIn:</b> Post about End of Semester & mention others.	Class Party

## 6. ASSIGNMENTS & GRADES

A = 100-94.00%	"A" grades fulfill the terms of the assignments and show evidence of outstanding, original, creative, analytical, and interesting thought.
B+ = 93.99-88.00% B = 87.99-80.00%	"B" grades have been fulfilled thoroughly and thoughtfully, with some evidence of originality and creativity.
C+ = 79.99-75.00% C = 74.99-70.00%	"C" grades solely fulfill the terms of the assignment.
D = 69.99-60.00%	"D" grades fail to fulfill the terms or some of the terms of the assignment.
F = 59.99-0%	"F" grades do not approximate the terms of the assignment.
Final grades will be assigned per the scale above and will not be rounded up.	



Methods of Assessment/ Graded Components	Points	Category Points	Percentage
<b>Partner Project - Social Media Post Designs &amp; Presentation:</b>		125	17.24%
1. Post Design & Presentation	100		
2. Self-Reflection	25		
<b>Team Project - Live Show and Promotion</b>		285	39.31%
1. Promotional Posts for Live Shows	50		
2. Rehearsal Recording	10		
2. Live Show	200		
3. Self-Reflection	25		
<b>Individual Project - Semester Reflection</b>		75	10.34%
1. Design & Presentation	75		
<b>LinkedIn Profile</b>	75	75	10.34%
<b>Attendance/Timeliness/Participation</b> Fall/Spring: 10 each. Summer: 12.7273 each	140	140	19.31%
<b>Other Assignments</b>		25	3.45%
Introduction Video	5		
Audience Analysis Survey	10		
Academic Integrity & Digital Citizenship Contract	0		
Personality Profile	10		
<b>Total</b>	<b>725</b>	<b>725</b>	<b>100.00%</b>
<b>Extra Credit (End of Semester SIRS Survey completed by entire class)</b>		7.25	1.00%



## 7. ASSIGNMENT OVERVIEW: WHAT WILL YOU BE CREATING IN THIS COURSE?

Full details and requirements will be provided in Canvas. These are overviews:

1. Video Introduction (Individual Project): You will create a 60-second video introducing yourself as an HR student. This project helps you practice concise, engaging communication while gaining familiarity with video creation tools. Your video should:

1. Begin with a memorable opening line (something to help us remember you).
2. Share 1 unique aspect about yourself.
3. Conclude with a memorable closing statement that reflects your personality or career aspirations.

2. Social Media Post Design (Team Project): In this project, you will work in teams of 3-4 to create a series of social media posts for a fictitious organization. Each team member will focus on a different platform (e.g., LinkedIn, Instagram, TikTok), designing 2 posts that align with the organization's branding and an HR-related theme. Your team will deliver a 5-minute presentation to showcase your designs, explain your creative process, and discuss how your posts align with the organization's goals.

3. Social Media Post Design Reflection Paper (Individual Project): After completing the Social Media Post Design Project, you will write a reflection paper analyzing the effectiveness of your designs in achieving the client's goals. The paper must:

1. Include feedback on the strengths and weaknesses of your posts.
2. Reflect on your design process, decision-making, and lessons learned.
3. Discuss how you would approach similar projects in the future.

4. Live Show Promotional Posts (Team Project): In preparation for the live stream, each team member creates 2 posts: one short video (10-15 seconds) and one image post. Each one must have a title, caption/description, and 3 relevant hashtags.

5. Live Show Team Rehearsal (Team Project): In preparation for the live stream, each team will record and submit a rehearsal of their full show.

6. Live Show (Team Project): In teams of 5-6, students will create a live online 15-18 minute show focusing on an HR or Labor Studies topic. The show should include engaging content, interactive elements, video/audio effects, and relevant discussions. Additionally, students will design all accompanying graphics for the live stream and create three social media posts (two static posts and one short video) to promote the live stream in advance.

7. Live Show Reflection Team Paper (Team Project): Following the live online show and social media promotion, teams will collaborate on a reflective paper analyzing the success of their live stream and promotional posts. The paper should include audience engagement metrics, feedback received during the live show, lessons learned in executing the live stream, and insights on improving future live events. Additionally, teams will reflect on the effectiveness of their promotional social media posts and strategies.

8. LinkedIn Profile Enhancement (Individual Project): You will work throughout the semester to create a polished and professional LinkedIn profile. Tasks will be assigned throughout the semester, including adding a professional profile photo and banner image, highlighting skills, experience, and education with measurable achievements, adding certifications and building a professional network, and posting meaningful updates and



engaging with classmates' posts.

There will be workshop time in class to work on the various sections, exchange ideas with peers, and receive feedback. At the end of the semester, you will present your LinkedIn profile, showcasing your progress and reflecting on the process.

9. End of Semester Reflection Presentation (Individual Project): At the conclusion of the course, you will prepare and deliver a 4-minute Semester Reflection Presentation to the class with Visual Aids. The presentation should showcase what you have learned, accomplished, and gained insights into during the semester regarding social media strategies for Human Resources. You are encouraged to reflect on your experiences with course topics, assignments, group projects, and discussions.

#### 10. Other Assignments

You'll sign an Academic Integrity & Digital Citizenship Contract, complete an Audience Analysis Survey, and complete a Personality Profile for use with team communication, and record a rehearsal for team shows. There will be many opportunities to use your creativity during in-class activities that align with relevant course objectives.

Game Quizzes (non-graded) will be conducted at the start of some classes and in a fun game format like Kahoot!, Quizlet, Jeopardy, Taboo, and any other games I can think of. I'm open to game suggestions.

### **ATTENDANCE/LATENESS/PARTICIPATION**

Attendance: I hope to see you in every class. If you know of conflicting dates, let's discuss them ahead of time. If an urgent situation arises, please use the University absence reporting website: <https://sims.rutgers.edu/ssra> to indicate the date and reason for your absence. An email will automatically be sent to me from this system. Note that if you must miss classes for longer than one week, you should contact a dean of students to help verify your circumstances. Absences are excused with a valid & authentic medical letter or with advanced notice of a Religious Holiday Observance. See University Regulation on Religious Holiday Absences at <http://nbregistrar.rutgers.edu/undergrad/enrol-nb.htm#religious>

1 "Free" Excused Absence/Latenesses: I understand that things happen for all of us, so a total of 10 "free" attendance points are given to you should you need them.

Late Arrival: Please arrive 5 minutes before our start time to settle in. If you arrive late, you will receive partial attendance credit. 1-14 minutes late = 75% for the class. 15-35 minutes late = 50% for the class. If you are more than 35 minutes late, you will receive partial credit based on the time you arrived but no more than 40% for the class. If you arrive late on a day that you are scheduled to speak, you will lose an additional 10 points from your speech grade unless you have a documented emergency.

Late Work: If an urgent situation arises that causes a late submission, please email me immediately so that we can work out a plan. Otherwise, there is a 10% penalty per day for all work turned in up to 3 days late. If work is not made up within 3 days of the due date, you will receive 0 points. No work will be accepted after the final day of class. Additionally, speeches and in-class activities cannot be made up without making arrangements with me in advance.

Absences on Speaking Days: If you're absent on a speaking day without a valid medical letter or documented



extenuating circumstance, it counts as a double absence, and you lose 30% of your points from the speech assignment itself. This means you will have the opportunity to earn a max of 70% on your speech.

Participation: Participation credit will be awarded based on the number and quality of contributions (including in-class exercises) during each class session.

### IS THERE ANY EXTRA CREDIT?

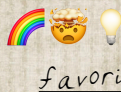
Yes. A 1% extra credit point towards final grade will be given to everyone in the class **if every student in the class completes the SIRS Survey at the end of the semester.** Your formal assessment & input of the course is valuable to me and to the department so this is a way of thanking you for taking the time to submit your thoughts.

### CAN I APPEAL MY GRADE?

Appeals on any individual graded item should be submitted in writing via email within 48 hours of the return of the assignment. Appeals received after this time will not be accepted. Also please see: "Grade Appeals: An Overview for Students" and policy at: <https://comminfo.rutgers.edu/current-students/office-student-services/academic-assistance-and-support/grade-appeals-advice-students>.

## 7. RESOURCES: WHAT DO I DO IF I NEED HELP?

Please reach out to me straight away if you are having any doubts, difficulties with the course or need to discuss accommodations for learning. **That's what I'm here for... to help you be successful.** Please don't let yourself get all crazy stressed out. Instead, take advantage of office hours and text/call me to schedule a phone/video chat.

 *\*\*\*If you've made it this far in the syllabus, before the 1st day of class, email me your favorite emoji with subject line: "Mission Accomplished" for a chance to win a prize\*\*\**

**RU Student Success Essentials:** <https://success.rutgers.edu/>. Ensure you have the foundation in place to be successful. Explore opportunities for financial assistance, meet your academic needs, stay healthy, and be safe.

**Students with Disabilities:** If you have a documented disability and need accommodations in this class, please contact the Rutgers Disabilities Services Office (<http://disabilityservices.rutgers.edu/>). You can also speak with a SC&I advisor about your disability by visiting the Office of Student Services in the SC&I Building, Room 214 or calling them at 848-932-7500 (dial 2 as your menu choice).

**Counseling, ADAP & Psychiatric Services (CAPS)** (<http://rhscaps.rutgers.edu/>) (848) 932-7884 / 17 Senior St, New Brunswick, NJ 08901. Mental health support service that includes counseling, alcohol and drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health Services to support students' efforts to succeed. Offers a variety of Services that include: individual therapy, group therapy, workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.



**Violence Prevention & Victim Assistance (VPVA)** (<http://vpva.rutgers.edu>) (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901. Provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

**Disability Services (ODS)** (<https://ods.rutgers.edu>) (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Ave, Piscataway, NJ 08854. The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

**Scarlet Listeners** (<http://www.scarletlisteners.com>) (732) 247-5555. Free & confidential peer counseling and referral hotline, providing a comforting and supportive safe space. "Just In Case" Web App (<http://codu.co/cee05e>) Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

**Library Resources:** Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of LibGuides can be found at the following site: <http://libguides.rutgers.edu/index.php>

**Health Services:** Provides counseling on *any issue* you might be dealing with in your life. Also provides *alcohol/drug rehabilitation, as well as psychiatric services*. 848-932-7884 <http://rhscaps.rutgers.edu/>

**Rutgers Learning Centers:** Provides support, tutoring, and training programs for students to promote their academic achievement: *Tutoring, coaching, writing assistance and more*. Kreeger Learning Center College Ave Loree Building, room 124 Cook/Douglass ARC Building, room 322 Busch Tillet Hall, Room 111 Livingston tel: 848-445-0986 All campuses <http://lrc.rutgers.edu/>

#### **Learning Center and Department of Communication Presentation Skills Peer Tutoring Services:**

Rutgers Learning Centers work with students through a variety of free academic support programs to promote student achievement. Consider improving your presentation skills with the help of a peer tutor who has been trained to provide assistance in further developing your speaking and presenting skills. This program is open to all students seeking better public speaking techniques. Learn more about these services at: <https://web.penjiapp.com/schools/rutgers/communities/lc-presentation-skills>

**Rutgers Student Services:** (Academic Support, Diversity, Health & Safety, Financial Aid & Career Centers, Housing, Dining & Transportation, Student Activities) <http://nb.rutgers.edu/information/information-current-students>

**Instructional Design & Technology Services:** [Teaching and Learning Resources](#)

#### **Rutgers Office of Information Technology:**

<https://it.rutgers.edu/remote-student-resources/#help>

<https://it.rutgers.edu/technology-guide/students/#new-brunswick>

**Canvas Learning Management System:** Canvas is the program that we use to host all of our course content. Reach out to the RU OIT( Office of Information Technology) with any trouble: [help@oit.rutgers.edu](mailto:help@oit.rutgers.edu) or (833) 648-4357 aka (833) OIT-HELP



**Quick and easy way to get students started using Canvas.**

Desktop computer/laptop: [Canvas Student Guide](#)

Mobile Guides [Canvas Student Guide - Android](#) [Canvas Student Guide - iOS](#)

In addition to the Canvas guides, **IDTS has many other resources** available to assist you as you continue to prepare for the upcoming semester. Go to the [IDTS website](#) for more information.