ELECTIVE 6019

SOCIAL MEDIA AS A SOURCE OF INFORMATION: LEGAL, POLICY & ETHICAL ISSUES

Academic Year 2020-2021

Overall Assessment

Component	Max Score	% of Grade	Score	Letter Grade
Classroom Participation	100	30		
Digital Deployment Exercise	100	40		
Paper	100	30		
TOTAL:	300	100%		

NDU Policy on Grades Correlation to Grade Points and Percentage Scales				
Letter Grade	Descriptor	Grade Points	Percentage Range	Percentage Range for Rounding
A	Exceptional Quality	4.00	93-100	92.50 - 100.00
A-	Superior Quality	3.70	90-92	89.50 - 92.49
B+	High Quality	3.30	87-89	86.50 - 89.49
B	Expected/Acceptable Quality	3.00	83-86	82.50 - 86.49
B-	Below Expected Quality	2.70	80-82	79.50 - 82.49
C	Unsatisfactory Quality	2.00	70-79	69.50 - 79.49
P	Pass	0.00	N/A	N/A
F	Fail/Unacceptable Level of Achievement	0.00	0-69	0.00 - 69.49

Class Contribution

- Students are expected to attend all classes, complete required readings, and be fully engaged in classroom and external activities. Students are expected to contribute in an informed manner that demonstrates analytical thought. Students must show a tolerance of complexity, ambiguity and alternative and opposing views. Classroom participation is 30% of the student's overall grade.

  Exceptional Quality (A): The student demonstrates that he or she has completed all required readings, as well as some supplemental material, and can use that knowledge to enrich his or her contribution in class. The student engages with speakers and the class with relevant discussion points and value-added contributions. The student consistently shows respect and tolerance for complexity, ambiguity and alternative and opposing views. A grade of A- may also be assigned.

  Acceptable Quality (B): The student usually completes requirements for each lesson; he/she identifies most of the issues to be discussed and is ready to contribute. The student appropriately participates in discussions, respecting the views and ideas of others. The student usually engages with speakers and the class with relevant

discussion points and value-added contributions. The student regularly shows respect and tolerance for complexity, ambiguity and alternative and opposing views. A grade of B+ or B- may also be assigned.

Standard Quality (C): The student participation is adequate, but the student is frequently unprepared for the lesson requirements, demonstrates only a basic understanding of the issues discussed, and does not regularly contribute. The student does not show respect and tolerance for complexity, ambiguity and alternative and opposing views by listening poorly, refusing to give others a chance to participate, frequently monopolizing the discussion, or does not engage with other participants.

Unacceptable Quality (F): The student does not prepare for lesson requirements, does not attend classes, or fails to participate in discussions or classroom activities.

Digital Deployment Exercise

- Each student in this course will participate in a mock digital deployment exercise that will span the duration of the course. The mock deployment scenario will be based off of an actual humanitarian assistance/disaster relief (HA/DR) operation and will give students the opportunity to put into practice lessons learned throughout the course. Students will take on different roles throughout the deployment exercise in order to gain a greater understanding of the full deployment process. They will learn how social media can be used as a source of information to provide enhanced situational awareness in during a HA/DR operation. The mock digital deployment exercise is 40% of the student's overall grade.

- Suspense for this assignment is **December 8, 2020 @ 1100 EST.**

- Students will be required to:
    - Process their segment of data each week
    - Identify any irregularities in the data based on concepts learned throughout the course
    - Consider potential vulnerabilities associated with the process and platform
    - Consider all the perspectives that were addressed by each session of the course.
    - Collectively present information to the designated Combatant Commander or government leader each week

- Students are expected to actively participate in the exercise each week. The grade for the exercise will be based on the following standards:

Exceptional Quality (A): Student actively participates in the exercise, offering thoughtful feedback throughout the course. Student effectively processes their segment of the data each week. Data is sanitized with little to no errors. The student considers all perspectives, including, but not limited to: mission requirements for information, legal/policy/ethical issues, technology issues, data volume/velocity/variety/veracity, and alternative methods to exploiting social media. The student anticipates reasonably expected questions, with well-reasoned replies that demonstrate subject mastery. A grade of A- may also be assigned.

Acceptable Quality (B): Student participates in the exercise, offering feedback throughout the course. Student processes their segment of the data each week. Data is sanitized with few errors. The student considers most perspectives, including, but not limited to: mission requirements for information, legal/policy/ethical issues, technology issues, data volume/velocity/variety/veracity, and alternative methods to exploiting social media. The student anticipates most reasonably expected questions, with appropriate replies for the remainder to demonstrate subject mastery. A grade of B+ or B- may also be assigned.

Standard Quality (C): Student participates in the exercise, occasionally offering feedback throughout the course. Student processes most of their segment of the data each week. Data is sanitized with some errors. The student considers some perspectives, including, but not limited to: mission requirements for information, legal/policy/ethical issues, technology issues, data volume/velocity/variety/veracity, and alternative methods to exploiting social media. The student anticipates most reasonably expected questions, with adequate verbal replies for the remainder to demonstrate subject mastery.

<u>**Unacceptable Quality (F):**</u> Student participation in the exercise is inadequate with little engagement throughout the course. The student considers only a few perspectives, including, but not limited to: mission requirements for information, legal/policy/ethical issues, technology issues, data volume/velocity/variety/veracity, and alternative methods to exploiting social media. The student to anticipate basic questions, and is not compelling enough to support approval.

Course Paper

- Students will write an 800 – 1200 word paper arguing for or against using social media as a source of information to provide enhanced situational awareness in a HA/DR operation for a Combatant Commander or government leader, taking into account information received from citizens. The position paper is 30% of the student's overall grade.

- The suspense for the final paper is **Friday, December 11, 2020 @ 2359 EST**

- Students will be required to:
  - Establish a position (for or against) using social media as a source of information to inform decision-making
  - Have their topic and proposed publishing outlet pre-approved by the instructor
  - Consider all the perspectives that were addressed by each session of the course
  - Present their chosen position to the class, and defend it during subsequent discussion
  - Present a feasible solution for their position

- The main body of the paper should be 800 – 1200 words in length.

- Paper should have a publishing outlet in mind (i.e.: *Foreign Policy*, *Defense Matters*, *War on the Rocks*, etc.)

- The paper will be written in Chicago Style format: Times New Roman 12-point font, double spaced, footnotes, and an optional bibliography at the end of the paper. Footnotes and bibliography will not count against the word limit.

- Papers are expected to be clear and comprehensive in content, as well as organized and free of mechanical or grammatical errors. The grade for the paper will be based on the following standards:

<u>**Exceptional Quality (A):**</u> A paper that clearly establishes a position, defends that position and proposes a feasible solution. The paper considers all perspectives, including, but not limited to: mission requirements for information, legal/policy/ethical issues, technology issues, data volume/velocity/variety/veracity, and alternative methods to exploiting social media. Paper is inherently logical in structure; reader can easily follow the reasoning from introduction to conclusion. Well-crafted sentences throughout. Virtually error free in syntax, grammar, mechanics, word choice, and spelling. A grade of A- may also be assigned.

<u>**Acceptable Quality (B):**</u> A paper that sufficiently establishes a position, defends that position and proposes a feasible solution. The paper considers most perspectives, including, but not limited to: mission requirements for information, legal/policy/ethical issues, technology issues, data volume/velocity/variety/veracity, and alternative methods to exploiting social media. Paper flow is mostly continuous; individual sections are coherent. Contains few errors in syntax, grammar, mechanics, word choice, or spelling that might distract the reader. A grade of B+ or B- may also be assigned.

<u>**Standard Quality (C)**</u>: A paper that adequately establishes a position, defends that position and proposes a feasible solution, but may be missing elements in the defense. The paper considers some perspectives, including, but not limited to: mission requirements for information, legal/policy/ethical issues, technology issues, data volume/velocity/variety/veracity, and alternative methods to exploiting social media. Paper flow is mostly disjointed; individual sections are hard for the reader to follow with gaps in the flow. Contains many errors in spelling, punctuation, capitalization, sentence structure, and/or word choice that interfere with communication.

<u>**Unacceptable Quality (F):**</u> A paper that is inadequate in its established position, defense of that position and/or proposed feasible solution. The paper considers only a few perspectives, including, but not limited to: mission requirements for information, legal/policy/ethical issues, technology issues, data volume/velocity/variety/veracity, and alternative methods to exploiting social media. Logical flow of ideas is interrupted, broken, or non-existent. Contains extensive errors in spelling, punctuation, word choice, capitalization and/or sentence structure that hinder and/or severely degrade communication.