

Managing and Controlling Social Media Audiences

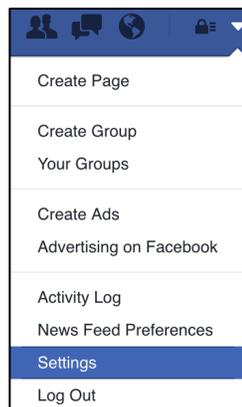
Managing and controlling audiences is a crucial part of social media communication as well as writing and communication generally. For these activities, we'll be exploring how to accomplish this task by exploring various privacy settings, status updates, and other features of Facebook, which is notorious for manipulating user input data. The last activity involves using social media in a professional way.

Learning Objectives

- To write for particular audiences outside of teachers (and the grading exchange of the classroom)
- To navigate writing for diverse readers, including some readers that may compete with each other or make contradictory demands on writers
- To explore social media privacy settings
- To experience reading corporate user agreement policies
- To practice taking and annotating screenshots. There are a variety of programs, including an easy-to-use [chrome extension called awesome screenshot app](#). For each activity, please document your activity through screenshots and annotations. There will be a write up at the conclusion of the activities

Activity #1—Explore & experiment with Facebook's privacy settings (facebook.com)

- a) Go to “Settings”



- b) Explore the various settings of Facebook, including
- i) Blocking features
 - ii) Timeline and tagging
 - iii) Privacy
- c) Under the “General” tab (see image below), download your activity and peruse it. How are your images and activity stored? Compare and contrast the way Facebook, as a company, views your activity to the way you, as a user, view that activity.

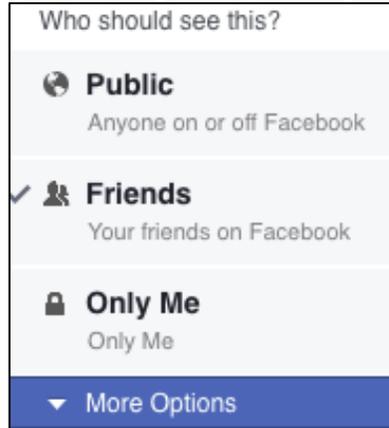
[Download a copy of your Facebook data.](#)

- d) Question to ponder: For each of the above (i, ii, iii) what are your current settings? Who can see your activity and content? What kind of changes can you make? What kind of changes will you make, in terms of who can see your activity and content?

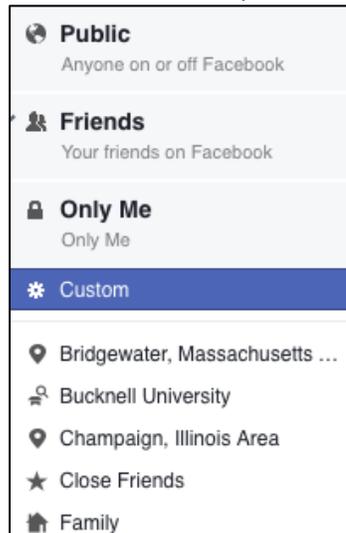
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Activity #2—Moving beyond defaults with Facebook’s status updates

- a) While Facebook gives you default audiences for your status updates, you can target different audiences by going to more options (see image below):

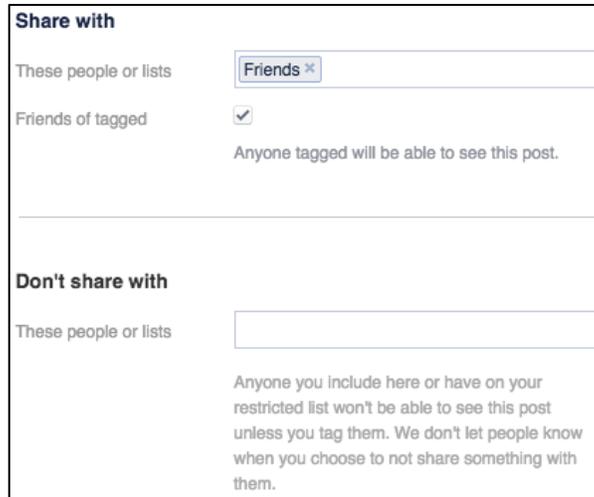


- b) By clicking up on “More Options,” you can open up a much larger menu for targeting certain members of your “friends” list (which is really simply a list of connections and not friends). For instance, in the diagram below, I could target people on my “friends” list from Bridgewater, Bucknell University, Champaign, etc. Only those people in that list would then see my status.



- c) To target audiences even more precisely, you can click on the “Custom” button in the previous picture. This will bring up the image below, where you can create custom lists of people who can read your status updates. You can even name those lists!

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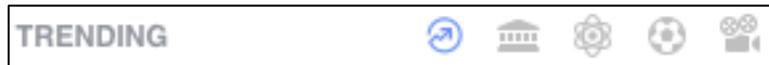


The image shows a screenshot of Facebook's sharing settings. The top section is titled "Share with" and contains a dropdown menu set to "Friends". Below this is a checkbox for "Friends of tagged" which is checked, with a note: "Anyone tagged will be able to see this post." The bottom section is titled "Don't share with" and has an empty text input field. Below this is a note: "Anyone you include here or have on your restricted list won't be able to see this post unless you tag them. We don't let people know when you choose to not share something with them."

- d) Question to ponder: what kinds of audience lists can you create? Why would you want to create different audiences for your Facebook profile?

Activity #3—Breaking your filter bubble

- a) Facebook has a trending feature (see image below). While the highlighted stories are tailored to individual users, users can click on the stories themselves and read what other users are publicly saying about a story. Also, be aware of commenting on a public status, as this can cause conflict.



- b) Question to ponder: What sorts of different perspectives can be gleaned here, especially for political and social news stories?

Activity #4—Exploration of qualitative affordances

- a) Group discussion: qualitative affordances are vaguely familiar to us. They are the measured ways audiences receive your messages (for example, likes, shares, retweets). Rebecca Tarsa's [Upvoting the Exordium](#) is a good resource for defining qualitative affordances. Why are qualitative affordances important?
- b) Install [Facebook Demetricator](#) on your browser
- c) Question to ponder: how does the lack of numbers change the user perspective?

Activity #5—Coordinate your social media accounts (for professional writing)

- a) Install [Hootsuite](#) on your phone or your computer
- b) Create a specialized email account with a name relevant to your professional life or business (Gmail, Yahoo, etc.). Create new social media profiles using this email.
- c) Select a photo that can be used across the social media websites—creating consistency.
- d) Use a design, including consistent font and color, to produce an online brand.
- e) Question to ponder: what is a brand important in social media? What is the difference between a brand and an identity?

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Homework

Write up and summarize your experiences, using both images and words. Create a coherent document that your classmates and teacher could read. Try to keep the write-up to less than two pages for each activity.

Tips to remember (for teachers and students)

- 1) Patience and waiting; these activities seem relatively straight forward but in order to fully explore them, try to set aside at least 20-30 minutes for each activity.
- 2) There are different ways of approaching these activities. They can be individual activities. Or, alternatively, in groups of five, one person in each group can be assigned an activity and report back to the group.
- 3) These activities can also be repeated throughout the course of a semester or school year. The repetition of the activities can help students (and faculty!) see how audiences change over the course of time.