

**NOVA SOUTHEASTERN UNIVERSITY**  
**H. Wayne Huizenga College of Business and Entrepreneurship**  
 Masters Programs

**PUB 5929 – Introduction to E-Government and Social Media in the Public Sector**

**I. MEETING DATES AND LOCATION**

Start Date	End Date	Days	Start Time	End Time	Location

**II. INSTRUCTOR INFORMATION**

Professor:  
 Office Location:  
 Office Phone Number:  
 E-mail:  
 Office Hours:

**III. COURSE DESCRIPTION**

Digital government ranges from the ability to answer routine citizen inquiries to democratic voting online. This course presents a survey of successful e-government initiatives and the intertwined and complex issues related to their implementation. New sharing of power between supervisors and professionals facilitate highly interactive exchanges with new responsibilities for citizens, groups, and administrators. Students gain insight related to going beyond the static presence of a Web page to conceptually providing services such as paying taxes, applying for licenses and permits, and routine requests for information online. The course explores the myriad uses of social media in an interconnected world with networked governance, transparency and information management. Real-life examples and case studies provide insight to what has already proved both innovative and responsive for governance that empowers public employees, managers and citizens that are breaking old paradigms.

**IV. COURSE OUTCOMES**

<b>Course Outcomes (CO)</b>
Upon successful completion of this course, students will be able to:
Defend decisions regarding the adoption, implementation, and management e-government initiatives.
Defend decisions regarding the adoption, implementation, and management of social media tools.

Consider the pitfalls of e-government and social media implementation prior to adoption of initiatives.
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Communicate effectively (a) interpersonally, (b) in writing and (c) verbally in the public sector organizational context about IT topics.
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## V. REQUIRED AND RECOMMENDED COURSE MATERIALS

### Required

Cropf, R.A. (2017). *E-government for public managers: Administering the virtual public sphere*. Lanham, MD: Rowman & Littlefield.  
ISBN: 9781442261914 (Paperback)

Mergel, I. & B. Greeves. (2012). *Social media in the public sector field guide: Designing and implementing strategies and policies*.

Articles provided on Blackboard

### Recommended

#### **APA Manual**

The APA Manual 6th Edition is required for all courses.

#### **Social Media**

Stay connected with the M.P.A. program at NSU on Facebook, Google+, LinkedIn, and YouTube! There you will find news about the program as well as information concerning job and internship opportunities. You can also share job and internship announcements. Be sure to like us on Facebook. To join us, go to the [M.P.A. program webpage](#) and click on the social media buttons.

#### **MPA Center**

The MPA Center can be found in your list of courses on Blackboard. The Center is the communication and collaboration hub for the MPA program. Take a few minutes to examine the resources available to you at the MPA Center.

#### **NSU Bookstore**

Textbooks and case studies may be purchased from the NSU Bookstore (located in the University Park Plaza) by calling 1-800-509-2665 or online at <http://www.nsubooks.bkstore.com>.

The NSU Libraries comprise the Alvin Sherman Library, Research, and Information Technology Center, Health Professions Division Library, Law Library and Technology Center, University School Library Media Centers, and the William S. Richardson Ocean Science Library. Students are strongly encouraged to visit the Alvin Sherman Library or

contact a librarian. Students should also take advantage of the vast electronic resources available through the NSU Libraries for their research needs. For more information, please visit <http://www.nova.edu/library>.

*Please note that all required and recommended materials should be referenced in APA style.*

**VI. GRADING CRITERIA**

Online Engagement	10%
Social Media Tool Presentation	20%
Course Assignments	30%
Final Project and Presentation	40%
TOTAL	100%

**VII. GRADING RANGE AND EXPECTATIONS**

A. Grading Scale for this course

High to Low		Letter Grade
100 - 94	=	A
93 - 89	=	A-
88 - 85	=	B+
84 - 82	=	B
81 - 78	=	B-
77 - 74	=	C+
73 - 70	=	C
69 - And below	=	F

B. Course Expectations

The ground (i.e., face-to-face) form of this course will use the flipped classroom instructional model. With this instructional model, students will complete assigned readings and watch a series of short lecture videos prior to attending class. We will use class time to engage in discussion and to collaborate on applied projects.

All students are expected to carefully read this entire syllabus.

Students should check their e-mail and Blackboard at least once a day for any announcements or course updates.

Students are encouraged to contact the professor when they have questions about the course or its content. (Any technical questions regarding Blackboard or e-mail should be directed to Blackboard Help or OIIT, respectively.)

The quickest way to get in touch with the professor is by e-mail (do not use the course messages function in Blackboard). Students can expect a response to e-mails within 24 hours. Students may also contact the professor via phone at +1-XXX-XXX-XXXX. For phone calls, students can expect a response within 2 business days.

Students can expect this course to take approximately 6 to 10 hours of productive learning time each week outside of scheduled class time (4 hours). Productive learning time is time spent actively engaged in completing the tasks for the week (e.g., readings, discussion boards, assignments, etc.) The amount of time required will vary by week and by student. Poor time management (e.g., waiting to complete assignments the week before they are due, failing to schedule group tasks, etc.) will require the student to spend additional time on the course. If you find you are consistently spending more than 14 hours per week on this course, then please contact the professor.

I expect you to participate fully in class discussions and other class activities. The class atmosphere will be open, exploratory, and involve the exchange of opinions. You must inform the professor, in advance, if you will not be in class. Absences will affect your participation/performance grade.

### C. Grade Expectations

Not all students should expect an A grade for this course! Being awarded an A indicates the student has an excellent grasp of the various topics and has demonstrated an ability to apply them accurately, precisely, and with a clear understanding of their implications for the situation. Being awarded a B indicates proficiency in applying the topics, but not as clear an appreciation of the subtleties of the topics. Being awarded a C indicates that the student has a limited understanding of the topics and applies them in the most rudimentary of ways. An F indicates the student has not grasped the topics or has not demonstrated an ability to apply them to solving problems.

## VIII. SCHEDULE OF ASSIGNMENTS

- A. Students should refer to the ‘My Course Content’ folder on course Blackboard website for detailed information about weekly course assignments.
- B. Below is the schedule of readings and assignments:

### **Week 1**

*Topics:* Setting the Context

*Readings:* Cropp Chapters 1 and 8

*Supplemental Readings:* Bretschneider, S. I., Mergel, I. (2010): Technology and Public Management Information Systems: Where have we been and where are we going, in: Menzel, D.C., White, H. J.: *The State of Public Administration: Issues, Problems and Challenges*, M.E. Sharpe Inc., New York, pp. 187-203.

Janowski, T. (2015) Digital government evolution: From transformation to contextualization. *Government Information Quarterly* 32, pp. 221-236.

Seifert, J. W., & McLoughlin, G. J. (2007). *State E-Government Strategies: Identifying Best Practices and Applications*. (RL34104). Washington, D.C.: U.S. Congress Retrieved from <http://www.fas.org/sgp/crs/secretary/RL34104.pdf>

Seifert, J. W. (2003). *A primer on e-government: Sectors, stages, opportunities, and challenges of online governance*. (RL31057). Washington, D.C.: DTIC Document Retrieved from <http://www.fas.org/sgp/crs/RL31057.pdf>.

### **Week 2**

*Topics:* How E-Government Can Improve Public Administration

*Readings:* Cropp Chapter 2

Mergel, I. (2010). The use of social media to dissolve knowledge silos in government. In O’Leary, R., Kim, S., & Van Slyke, D.M. (Editors): *The future of public administration, public management and public service around the world: The Minnowbrook perspective*. Georgetown University Press, pp. 177-187.

Kim, Y. & J. Zhang (2016). Digital government and wicked problems. *Government Information Quarterly* 33, pp. 769-776.

Damer, B. (2008). Meeting in the ether: A brief history of virtual worlds as a medium for user-created events. *Journal of Virtual Worlds Research* 1(1).

Sipior, J. & B. Ward. (2005). Bridging the digital divide for e-government inclusion: A United States case study. *The Electronic Journal of e-Government*, 3(3): 173-146.

Mergel, I. (2011). Using wikis in the public sector: A guide for public managers. IBM – The Center for the Business of Government, Report.

Anderson, J. & Rainie, L. (2010). Millennials will make online sharing in networks a lifelong habit.

<http://www.section508.gov>

*Supplemental Readings:*

Andrus, C. D. (2005): The Wiki and the Blog: Toward a Complex and Adaptive Intelligence Community, available online on SSRN.

Carafano, J. J. (2011): Mastering the art of wiki, in: JFQ, Issue 60, 1st quarter 2011, pp. 73-78.

McAfee, A. (2005): Will web services really transform collaboration?, in: MIT Sloan Management Review, pp.78-84

Weinberger, D. (2010): “Powering Down” Leadership in the U.S. Army, in: Harvard Business Review, November 2010.

**Week 3**

*Topics:*

Citizen Engagement

*Readings:*

Cropf Chapters 3 and 7

*Supplemental Readings:*

Leighninger, Matt. 2006. Using Online Tools to Engage – and be Engaged by –The Public. IBM Center for Business of Government. [http://www.businessofgovernment.org/report/using-online-tools-engage-public]

Friis, M. (2009). Democracy 2.0. In *State of the eUnion: Government 2.0 and Onwards*, by Goetze, J. & C. B. Pedersen. AuthorHouse: Bloomington, IN, pp. 203-209.

Ebbers, W.E., Jansen, M.G.G., & A.J.A.M. van Deursen. (2016). Impact of the digital divide on e-government: expanding from channel choice to channel usage. *Government Information Quarterly* 33, pp. 685-692.

Caddy, J. (2009). Focusing on citizens. In *State of the eUnion: Government 2.0 and Onwards*, by Goetze, J. & C. B. Pedersen. AuthorHouse: Bloomington, IN, pp. 213-222.

Bovaird, T, Loeffler, E, & J. Downe. (2009). Co-production of public services and policies: The role of emerging technologies. In *State of the eUnion: Government 2.0 and Onwards*, by Goetze, J. & C. B. Pedersen. AuthorHouse: Bloomington, IN, pp. 263-280.

Piotrowski, S.J. & Van Ryzon, G.G. (2007). Citizen attitudes toward transparency in local government. *American Review of Public Administration*, pp. 306-323.

*Assignments Due:* Assignment 1

#### **Week 4**

*Topics:* Social Media Part I (Strategy and Policy)

*Readings:* Cropf Chapter 6

Guillamon, M.D., Rios, A.M., Gesuele, B. & C. Metallo. (2016), Factors influencing social media use in local governments: The case of Italy and Spain. *Government Information Quarterly* 33, pp. 460-471.

Dunn, Brian J. (2010): How I did it: Best Buy's CEO on Learning to Love Social Media, in: Harvard Business Review.

Mergel, I. (2012). A manager's guide to designing a social media strategy. IBM – The Center for the Business of Government, Report.

Oxley, A. (2011). A Best Practices Guide for Mitigating Risk in the Use of Social Media, IBM Center for the Business of Government, online report.

Sundwall, J. (2012): A Guide to Using Social Media Well in Government and Advocacy, published online: TechPresident, November 19, 2012.

Mergel, I. (2012): Chapter 5 – Regulations and directives for the use of social media

in the public sector, in: Mergel, I.: Social media in the public sector, pp. 71-88.

Mergel, I. (2012): Chapter 6 – Social media policy considerations, in: Mergel, I. (2012): Social media in the public sector, pp. 89-121.

Hrdinova, J., Helbig, N., Stollar Peters, C. (2011): Designing Social Media Policy for Government: Eight Essential Elements, CTG Albany, NY.

*Supplemental Readings:*

Wyld, D.C. (2007). The blogging revolution: Government in the age of web 2.0. IBM – The Center for the Business of Government, Report.

Mergel, I. (2012). Working the network: A manager’s guide for using Twitter in government. IBM – The Center for the Business of Government, Report.

USA.gov Social Media Guidelines:

[http://www.howto.gov/sites/default/files/documents/socmed\\_editorial\\_guidelines\\_010411.pdf](http://www.howto.gov/sites/default/files/documents/socmed_editorial_guidelines_010411.pdf)

Porumbescu, G.A. (2016). Linking public sector social media and e-government website use to trust in government. *Government Information Quarterly* 33, pp. 291-304.

**Week 5**

*Topics:*

Social Media Part II

*Readings:*

Social Media (Continued)  
(Adoption, Implementation, and Tactics)

Mergel, I. & S.I. Bretschneider (2013). A three-stage adoption process for social media use in government. *Public Administration Review*, 73(3), pp. 390 – 401

Mashable.com: HOW TO: Implement a Social Media Business Strategy, 12/8/2009.

Briones, R. L., Kuch, B., Fisher Liu, B., Jin, Y. (2011): Keeping up with the digital age: How the American Red Cross uses social media to build relationships, in: *Public Relations Review*, 37, pp. 37-43.

Harper, E. (2013): Learning from Government Successes at @NASA and @Interior, in: SproutInsights.com

Kaplan, A. M., Haenlein, M. (2010): Users of the world, unite! The challenges

and opportunities of Social Media, in: Business Horizons, 53:1, pp. 59-68.

Mergel, I. (2010): Gov2.0 Revisited: Social Media Strategies in the Public Sector, in: PA Times, American Society for Public Administration, Vol. 33, No. 3, p. 7 & 10.

*Supplemental  
Readings and  
Videos:*

. Introduction to HootSuite Social Media Best Practices. HootSuite.com.

. Improving the Accessibility of Social Media in Government. Retrieved from <http://www.digitalgov.gov/resources/improving-the-accessibility-of-social-media-in-government/>

**Week 6**

*Topics:* Social Media Part III  
(Measuring Impact)

*Readings:* Mergel, I. (2014). A manager’s guide to assessing the impact of government social media interactions. IBM – The Center for the Business of Government, Report.

Berinato, S., Clark, J. (2010): Six Ways to Find Value in Twitter’s Noise, in: Harvard Business Review, June 2010, pp.

Hannun, R. (2013): Forget money, forget politics. Which global leader really rules the Twittersverse?, in: Foreign Policy, available online:  
[http://www.foreignpolicy.com/articles/2013/08/09/klout\\_what\\_twitter\\_teaches\\_us\\_about\\_world\\_leaders](http://www.foreignpolicy.com/articles/2013/08/09/klout_what_twitter_teaches_us_about_world_leaders)

Hoffman, D. L., Fodor, M. (2010): Can You Measure the ROI of Your Social Media Marketing?, in: MIT Sloan Management Review, Volume: 52, Issue: 1, pp. 41-49.

Solis, B. (2012): Calculate the ROI of Social Media, available online:  
<http://www.briansolis.com/2012/10/calculate-the-roi-of-social-media/>

Mergel, I. (2012): Chapter 7 - Social Media Metrics, in: Mergel, I. (2012): Social media in the public sector, pp. 122-142.

Jansen, A. & S. Olnes. (2016) The nature of public e-services and their quality dimensions. *Government Information Quarterly* 33, pp. 647-657.

*Supplemental Readings:*

*Assignments Due:* Assignment 2

**Week 7**

*Topics:* Privacy, Security, and Crisis Management

*Readings:* Cropf Chapter 4

*Supplemental Readings:* Bowen, P., Hash, J., & Wilson, M. (2006). *Information Security Handbook: A Guide for Managers*. (NIST Special Publication 800-100). Gaithersburg, MD: National Institute of Standards and Technology Retrieved from <http://csrc.nist.gov/publications/nistpubs/800-100/SP800-100-Mar07-2007.pdf>.

. Safeguarding Sensitive Data in State and Local Governments: Advancing Cybersecurity with the Informatica Solution for Data Privacy. (2013): Informatica

Oxley, A. (2011). A Best Practices Guide for Mitigating Risk in the Use of Social Media, IBM Center for the Business of Government, online report.

Schultz, F., Utz, S., Goeritz, A. (2011): Is the medium the message? Perceptions of and reactions to crisis communication via twitter, blogs and traditional media, in: Public Relations Review, 37, 20-27.

Harlow, W. F., Brantley, B. C., Harlow, R.M. (2011): BP initial image repair strategies after the Deepwater Horizon spill, in: Public Relations Review, 37:1, pp.80-83.

Rein, L. (2012): GSA Las Vegas spending scandal: Inspector general refers case to Justice for possible investigation, in: Washington Post, available online, 4/13/2012.

Clark, C. S. (2012): GSA hammered on ‘outrageous’ bonuses, conference spending, in: Government Executive, 8/1/2012.

## **Week 8**

*Topics:* The Future of E-Government

*Readings:* Croff Chapters 5 and 9

*Supplemental Readings:*

*Assignments Due:* Final Project with Presentation

### C. Details of Course Assignments

1. **Final Project:** The final project consists of a social media implementation plan. Detailed instructions will be handed out in class. Due dates are available on Blackboard.
2. **Course Assignments:** You will complete two assignments for this class. Instructions will be made available via Blackboard the week before an assignment is due.

3. **Participation and Tool Presentation:** You are expected to actively prepare for and participate in all discussions. Each student will also prepare a short presentation on a social media tool. Instructions will be provided on Blackboard.
4. **Bloggng and Tweeting Assignments:** You will participate in our class blog and Twitter feed by providing your insight about the readings and your own research. The blog and Twitter feed will also be a forum for posting questions for guest speakers, suggestions for discussions, news, etc. You are expected to provide a minimum of five 250 words-blog posts and five Tweets throughout the semester. Instructions for blog posts and tweets will be provided on Blackboard.

## IX. POLICIES

**Late Submissions.** Assignments can be submitted via Blackboard on or before the due date. A late assignment will receive a 10% deduction, regardless of the cause. Assignments more than 24 hours late will receive no credit (i.e., will receive a grade of 0F). For consideration of any excuse for submitting work more than 24 hours late the student is required to provide written documentation as to why the assignment could not be completed on time. Submission of an excuse and its accompanying documentation does not imply acceptance of the excuse. Acceptance of late work is at the discretion of the professor.

**Grade Submission.** All grades are submitted to the university within five days of the last day of the course.

**Academic Misconduct.** The H. Wayne Huizenga School of Business and Entrepreneurship (Huizenga School) is strongly committed to a policy of honesty in academic affairs. Students are expected to do their own academic work. Students are awarded degrees in recognition of successful completion of academic coursework in their chosen fields of study. Each student, therefore, is expected to earn his or her degree on the basis of individual personal effort. Consequently, any form of cheating or plagiarism constitutes unacceptable academic dishonesty. Such academic misconduct will not be tolerated at the Huizenga School, and thus will be penalized according to the seriousness of the infraction, in conformity with the standards, rules, and procedures of the Huizenga School and NSU.

First and foremost, it is the responsibility of each student to know what behavior is, and is not, permitted with respect to each assignment (e.g., homework, term paper, etc.) or assessment (e.g., exam or quiz). Academic misconduct can result in penalties that range from a grade of zero on the assignment or assessment to expulsion from NSU. In the absence of guidance from the professor, one should assume that an assessment is closed-book and to be completed individually (i.e., no assistance from other persons).

Obviously, assignments such as homework or a term paper usually allow the use of

reference materials; however, in the absence of guidance from the professor, one should assume that the assignment is to be completed individually.

Academic misconduct includes the following behaviors:

- **Plagiarism.** Plagiarism is “the presentation of someone else’s ideas or words as your own. Whether deliberate or accidental, plagiarism is a serious and often punishable offense.” (Aaron, J. (2001), *The Little, Brown Compact Handbook* (4th ed.), Needham Heights, Ma: Pearson/Longman.).
- **Cheating on Assignments or Assessments.** Cheating is the use of unauthorized sources during the completion of an assignment or assessment. There are too many examples of cheating to provide a comprehensive list, but consider the following to be illustrative.
  - **Use of Unauthorized materials in preparation for or during an assessment.** Use of Test Banks, copies of exams (old or current) or any reference materials during a closed-book assessment is cheating. Included in this category would be the classic use of “crib sheets” or copying answers from another student’s exam.
  - **Unauthorized contact with other persons during an assessment or assignment.** If an assessment or assignment is to be completed individually, any consultation with another person, other than the professor, is cheating.
- **Disruption to Academic Process.**

**Again, it is the responsibility of each student to know what behavior is permitted during the completion of an assessment or assignment.** Being guilty of academic misconduct through ignorance is, nonetheless, academic misconduct and subject to the penalties for such.

## **APPENDICES**

**A. Assignment Submission Page**

**B. Presentation Grading Rubric\***

**\*The weight assigned to each row in a Grading Rubric may vary by assignment. As a result, the total points for each rubric may change. Rubrics are subject to change.**

**APPENDIX A**

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**SAMPLE OF COVER PAGE TO BE USED FOR ALL ASSIGNMENTS**

**Nova Southeastern University  
H. Wayne Huizenga School  
of Business & Entrepreneurship**

Assignment for Course: (Course number and title)

Submitted to: (Professor's name)

Submitted by: (Student's name)

(Student's number)

(Address)

(Work phone number)

(Home phone number)

Date of Submission:

Title of Assignment:

**CERTIFICATION OF AUTHORSHIP:** I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course.

Student's Signature: \_\_\_\_\_

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Instructor's Grade on Assignment:

Instructor's Comments:

**APPENDIX B**

<b>TITLE OF RUBRIC:</b> Presentation					<b>Course:</b> PUB 5459	
<b>LEARNING OUTCOME/S:</b> CO7: Communicates effectively at the graduate level (a) interpersonally, (b) in writing and (c) verbally.					<b>Date:</b>	
<b>PURPOSE:</b> Develop effective presentation strategies.					<b>Name of Student:</b>	
<b>VALIDITY:</b> Presentation best practices.					<b>Name of Faculty:</b>	
<b>COMPANION DOCUMENTS:</b> Assignment Instructions						
<b>Earning maximum points in each box in ‘PROFICIENT’ column and / or points in columns to the right of ‘PROFICIENT’ meets standard.</b>						
<b>&lt;&lt;&lt;&lt;&lt;&lt;&lt;&lt;&lt; less quality ..... more quality &gt;&gt;&gt;&gt;&gt;&gt;&gt;&gt;</b>						
Performance Criteria	Basic (0 points)	Developing (1 points)	Proficient (2 points)	Accomplished (3 points)	Exemplary (4 points)	Score
<b>Gives a coherent and logical presentation (CO7c)</b>	Does not give a coherent and logical presentation	Attempts to give a coherent and logical presentation	Gives a coherent and logical presentation.	Gives a substantially coherent and logical presentation.	Effectively gives a coherent and logical presentation.	
<b>Delivers information professionally (e.g., appearance, posture, gestures, length of presentation, gears to target audience)</b>	Does not deliver designated information professionally.	Attempts to deliver designated information professionally.	Delivers designated information professionally.	Substantially delivers designated information professionally.	Effectively delivers designated information professionally.	
<b>Communicates at a graduate level (CO7c)</b>	Does not communicate using appropriate volume, tonality, enunciation, and speaking rate)	Attempts to communicate using appropriate volume, tonality, enunciation, and speaking rate)	Communicates using appropriate volume, tonality, enunciation, and speaking rate)	Substantially communicates using appropriate volume, tonality, enunciation, and speaking rate)	Effectively communicates using appropriate volume, tonality, enunciation, and speaking rate)	
<b>Provides accurate content</b>	Does not provide accurate content.	Attempts to provide accurate content.	Provides accurate content.	Substantially provides accurate content.	Effectively provides accurate content.	
<b>Designs appropriate summary handout</b>	Does not design / provide summary handout	Does not adequately design summary handout	Designs summary handout	Substantially designs summary handout	Effectively and concisely designs summary handout	
<b>Design (e.g., images and formats) and organize (e.g., overview, transitions) visual presentation (CO7b)</b>	Does not design and/or organize presentation.	Attempts to design and organize presentation	Designs and organizes presentation	Substantially designs and organizes presentation	Effectively and clearly designs and organizes presentation in a way that enhances the oral presentation	
<b>Interacts interpersonally with target audience (CO7a)</b>	Does not interact with the target audience.	Attempts to interact with target audience.	Interacts with target audience	Substantially engages and interacts with most members of the target audience	Effectively engages and interacts with all members of the target audience in a way that enhances the presentation / contribution	
<b>Writes at the graduate level (e.g., PPT Slides) (CO7b)</b>  <b>NOTE: Student will be awarded zero points for intellectual dishonesty and risks failing course and other sanctions.</b>	Does not write using appropriate grammar, spelling, sentence structure, referencing and format (numerous major errors).	Attempts to write using appropriate grammar, spelling, sentence structure, referencing and format (several major errors).	Writes clearly using appropriate grammar, spelling, sentence structure, referencing and format (a few major and minor errors).	Generally writes using appropriate grammar, spelling, sentence structure, referencing and format (some minor errors).	Effectively, clearly, and creatively writes using appropriate grammar, spelling, sentence structure, referencing and format (very few minor or no errors).	
<b>OVERALL GRADE (28 total possible points)</b>						

© Rubric created D. R. Miller and P. McGibney

Reference:

- . Improving the Accessibility of Social Media in Government. Retrieved from <http://www.digitalgov.gov/resources/improving-the-accessibility-of-social-media-in-government/>
- . Introduction to HootSuite Social Media Best Practices. HootSuite.com.
- . Safeguarding Sensitive Data in State and Local Governments: Advancing Cybersecurity with the Informatica Solution for Data Privacy. (2013): Informatica
- Anderson, J. & Rainie, L. (2010). Millennials will make online sharing in networks a lifelong habit.
- Andrus, C. D. (2005): The Wiki and the Blog: Toward a Complex and Adaptive Intelligence Community, available online on SSRN.
- Berinato, S., Clark, J. (2010): Six Ways to Find Value in Twitter’s Noise, in: Harvard Business Review, June 2010, pp.
- Bovaird, T, Loeffler, E, & J. Downe. (2009). Co-production of public services and policies: The role of emerging technologies. In *State of the eUnion: Government 2.0 and Onwards*, by Goetze, J. & C. B. Pedersen. AuthorHouse: Bloomington, IN, pp. 263-280.
- Bowen, P., Hash, J., & Wilson, M. (2006). *Information Security Handbook: A Guide for Managers*. (NIST Special Publication 800-100). Gaithersburg, MD: National Institute of Standards and Technology Retrieved from <http://csrc.nist.gov/publications/nistpubs/800-100/SP800-100-Mar07-2007.pdf>.
- Bretschneider, S. I., Mergel, I. (2010): Technology and Public Management Information Systems: Where have we been and where are we going, in: Menzel, D.C., White, H. J.: *The State of Public Administration: Issues, Problems and Challenges*, M.E. Sharpe Inc., New York, pp. 187-203.
- Briones, R. L., Kuch, B., Fisher Liu, B., Jin, Y. (2011): Keeping up with the digital age: How the American Red Cross uses social media to build relationships, in: *Public Relations Review*, 37, pp. 37-43.
- Caddy, J. (2009). Focusing on citizens. In *State of the eUnion: Government 2.0 and Onwards*, by Goetze, J. & C. B. Pedersen. AuthorHouse: Bloomington, IN, pp. 213-222.
- Carafano, J. J. (2011): Mastering the art of wiki, in: *JFQ*, Issue 60, 1st quarter 2011, pp. 73-78.
- Clark, C. S. (2012): GSA hammered on ‘outrageous’ bonuses, conference spending, in: *Government Executive*, 8/1/2012.

Damer, B. (2008). Meeting in the ether: A brief history of virtual worlds as a medium for user-created events. *Journal of Virtual Worlds Research* 1(1).

Dunn, Brian J. (2010): How I did it: Best Buy's CEO on Learning to Love Social Media, in: Harvard Business Review.

Ebbers, W.E., Jansen, M.G.G., & A.J.A.M. van Deursen. (2016). Impact of the digital divide on e-government: expanding from channel choice to channel usage. *Government Information Quarterly* 33, pp. 685-692.

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