Marketing 331—Social Media Marketing Online
Spring 2019

Professor: Dr. Joanna Melancon

Office Location: Grise Hall 410
Office Phone: 745-2619
Email: joanna.phillips@wku.edu
Twitter: @joannapmelancon

Office Hours:
Monday: 9-12:30
Tuesday/Thursday: 9-11:00

Important Information about this Online Course:

It is imperative that you read and understand every word of the syllabus. You are responsible for understanding all requirements listed within this syllabus. You are welcome to ask for clarifications on anything BEFORE deadlines/due dates, but missing a deadline because you did not fully understand the syllabus will not be acceptable after the date has passed. SEE COURSE SCHEDULE AND IMPORTANT DEADLINES TO KEEP YOU ON TRACK.

You must have access to Blackboard throughout the course to complete the requirements of this course. You must also have accounts on major social media networks (Facebook, Instagram, and Twitter). You must also be willing to do quite a bit of reading and study on your own in order to do well in the course. It is critical that you read and understand the syllabus thoroughly, as not knowing something in the syllabus does not excuse you from that requirement. You are always welcome to ask for clarification for anything you don't understand. This course will require a time commitment. Keep in mind that if we were meeting as a class, we would meet 3 hours a week, with some expectation for you to do additional work on your own. The time commitment expected for an online course is similar.

Course Description
The use of online social media sites to achieve marketing goals, including targeting markets on social media sites, increasing effectiveness of communication in social channels, content design on social channels, and designing and measuring the success of social media marketing campaigns.

Prerequisites: MKT 220/320
Hours of credit: 3 semester hours

Course Objectives:
- Students will become familiar with the wide array of social media outlets.
- Students will understand the strengths and weaknesses of social media outlets as marketing tools.

- Students will gain experience with the many aspects of running social media marketing campaigns including content production, targeting, ad buys, scheduling, and analytics
- Students will become familiar with the marketing tools available in various popular social media channels
- Students will understand ethical issues in social media marketing

Expected Outcomes:

At the end of this course, students will be able to:

- Identify a wide array of social media outlets and identify those appropriate for marketing a variety of products and services based on organizational objectives
- Produce content for a variety of social media platforms and clients
- Understand strategy and analytics to support effective content creation to meet organizational goals

Course Materials:

Required E-Book and Simulation

For this course, I have adopted a Digital Simulation Package and e-book package.

The information for the bundle is below.

Title: Essentials of Social Media Marketing by Charello/Mimic Social Simulation Bundle
ISBN: 978-0-9996302-4-2
9780999630242
Publisher: Stukent

The Simulation **and E-book are** available through a site called Stukent.com. The cheapest way to access the book and simulation is through a link I will provide on the first day of class. You may also purchase the code from the bookstore. The cost for the simulation and book (on the Stukent site) is approximately $120. I am not sure what the bookstore mark-up will be.

Class Facebook Group:

For this class, you will need to join a class Facebook group. Even if you have not previously used Facebook, you will need an account for this course to access the Facebook group. You will be asked to post mock-ups and certain assignments here throughout the semester. The group is closed to everyone but members of this class. I may also use this platform to communicate with you about changing deadlines, etc. I will give you instructions on joining the group in Blackboard during the first week of class. I may also use our Facebook Group as a platform to post additional course readings from popular press and marketing trade publications each week. The name of the Facebook Group is FALL2019WKUSMM.

GRAPHIC DESIGN SOFTWARE/CANVA/Ad Parlor.com/Unsplash/Photoshop, etc.:
Graphic design is one of the top skills our alumni working in social media cite as one they wish they had more exposure to as they enter the professional world. Often, I will require mock-up posts for your assignments. Canva.com is a free and very user friendly graphic design program I will show you in class that is well-suited for creating social media graphics. There are other programs that are similar (Inkscape, Pixlr, etc.). If you are familiar with another graphic design program (Illustrator, Photoshop, etc.) you are welcome to complete your assignment using those, but I will show you Canva in class. The Adobe Creative Suite is available in labs in MMTH, or WKU offers a discounted student version if you want it on your own computer. However, given the amount of material we cover, I will

not be teaching you how to use the more advanced graphic design software. AdParlor.com is another site that lets you create mock-up ads for most major social media sites. Unsplash.com is a resource for high quality photography that you can use freely in social media costs without fear of licensing or attribution issues. You will become familiar with these, as well as video editing software as you work on your various projects.

Methods of Instruction
This online course will use a combination of reading, online discussion, simulations, application projects and video/text lectures to convey the required material.

Assignment Due Dates: I do not accept late assignments. Assignments are noted on the schedule for the course found at the end of the syllabus. I will attempt to remind you of these dates as a courtesy, but keep in mind it is your responsibility to prepare assignments by due dates. In general, most week assignments are due Sunday evenings by 11:59 p.m. unless otherwise noted on the schedule.

Academic Dishonesty: It is expected that in all cases, students will do their own work. Cases of either plagiarism or cheating will result in a failure in the course and reporting the incident to the university. As a college student, there is no excuse for not understanding what constitutes plagiarism/cheating, and that excuse will not be acceptable in this class. If you are taking credit for or copying someone else's work without giving them full and correct credit for their ideas or words, it is plagiarism/cheating. This includes not citing sources, or not citing sources correctly, within your writing assignments. Student work may be checked using plagiarism detection software.

Evaluation

Requirement:	Points:
Simulation (3 rounds @50 pts)	150
Chapter Quizzes (10 @ 10 points)	100
Major Application Projects (Pick 2@100pts)	200
Weekly Discussion Board Postings	100
Buzzfeed Marketing Challenge Assignment	125
Ice-Breaker/Intro Post	5
Total	680 points

Grading Scale:
- A = 89.5 % of possible points or higher; B = 79.5%-89.4%; C = 69.5%-79.4%; D = 59.5%-69.4%; F = below 59.4%.
- Subtract two points from final average for every unexcused absence over 3

Asking for Exceptions in Grades, Due Dates, or other Course Policies:
Rounding Figures are fixed/non-negotiable. Assuming there is no error in calculations on my part, (and if you feel there is you should certainly bring it to my attention) my posted grades are final and not open to discussion/negotiation.

You will receive the grade you *earn* in my class. I do not "give" grades. I will not listen to any lobbying for grade changes based on irrational reasons, nor respond to email or phone requests involving these types of requests. These arguments are unethical, unprofessional and inappropriate. Irrational reasons for me to change your grade include, but are not limited to, the

following and I will not even respond to any emails I get asking me to change a grade based on these (or similar) reasons:

o "This is my last semester" or "I am graduating this semester."
o "I will not graduate if I don't get a C (or whatever) in this class."
o "I will lose my scholarship/place on ___ team if I don't get a better grade."
o "It is a financial burden to have to retake the course" or "I paid a lot of money to take this class."
o "I took x number of credits this semester."
o "I work x number of hours each week on top of school."
o "I commute x number of minutes/hours to campus."
o "I have gotten an A (or whatever other passing grade) in x other class or classes."
o "I have never gotten such a low score before"
o "I did not have internet access for a while because (insert any reason)."
o "I did not know that was plagiarism" or "I've done this in other papers," or "I meant to put the citations in later."
o "I meant to work harder in this course."

COURSE REQUIREMENTS

- **Chapter Quizzes**: There are no tests in this course, but you will be asked to complete a total of ten chapter quizzes at the end of your book readings to insure comprehension. Keep in mind that you have more than ten chapters assigned for the course. You may either drop your lowest scores or skip two quizzes. Keep in mind that all quizzes are due to be completed by Sunday of the week they are assigned at 11:59 p.m. Should you miss a quiz, that constitutes one of your two drop scores. You will have 15 minutes to complete each 10-question chapter quiz.

- **Mimic Social Media Simulation:** Running a social media campaign is a highly involved and complicated activity. Getting practice from a real-world company on all aspects of running a campaign for an entire class is nearly impossible. Each student will participate in an online simulation in which you will design and execute a social media campaign for a fictional company called Buhi Bags. The online simulation is based on social media analytics from a real company called Herschel Supply, as well as massive amounts of data from major social media platforms, which provide the information for the simulations' algorithm.

    Your job in the simulation is to manage a $5,000 a week budget by selecting the content, platforms, audience, schedule and ad spend for between 7 and 12 posts per posting round. You will complete three posting rounds. For every round of the simulation completed, you are provided detailed analytics (that mimic real-life results on actual social media sites) that you will analyze to improve future rounds. After each posting round, you are responsible for answering the analytic round questions. These questions force you to explore the given analytics and should help you improve your performance in subsequent rounds. You will be ranked (anonymously) against your classmates so that you will know where you stand in the course vs. the work others are doing; grading takes into account your relative standing in key metrics compared to your classmates. I will provide more information on the simulation and scoring the simulation via Blackboard.

- **Discussion Board:** A critical component of this course is student interaction through the discussion board. Evaluation of discussion board comments will be based on the thought you put into your comments as well as the amount of discussion generated by your comments. I will not post evaluations for your discussion board comments weekly, but rather as a final grade. I am,

however, happy to look at one or two comments sent to me via email to tell you if it is "substantive." Discussion board guidelines are discussed below:

- You must make 3 <u>substantive</u> comments on the Discussion Board each week of the course the discussion board is open. The schedule indicates which weeks the discussion board will be open.

- Discussion Board Forums will only be open a week at a time. Discussion boards will open on Monday morning and be open until the following Sunday at 11:59 p.m., at which point that week's discussion board will close permanently and the new board will open. You must contribute to the board each week. Posts are relevant to the scheduled reading for that week, as well as current topics in the news about social media. Attempt to post early in the week to generate discussion. Habitually waiting until the last minute each week to post your comments will result in points deduction, as discussion is effectively killed if no one can respond to your posts before the board closes. You can only receive credit for seven posts in any given week, so do not plan to make all your postings for the course during one single week.

- Although the frequency of comments on the discussion board will be important, the quality of comments is also relevant for overall scores. Making more than the minimum substantive contributions per week is encouraged and will help to insure you get full credit for the discussion portion of the class.

- By substantive contributions, I am not merely talking about a comment in which you state your agreement with someone else's post, followed by a one-sentence follow up. You should raise issues or thoughts of your own, bring in outside material that relates to the topic, talk about your own experience with the topic in the marketplace, bring up specific examples to support your points, etc. This is not an exhaustive listing of how you can contribute to the board, rather it is a starting point meant to be helpful.

- One way in which students can contribute to the board is to bring in/link to outside information that provides more information on a topic. When posting information on the board, please do not simply post links to websites/pictures/videos. This is not quality input. Rather, be sure that you frame the link with a short introduction of what the link is about and how it relates to the material or makes a relevant point. Not only will it give others a sense of what they are viewing, but this will demonstrate your understanding of the topic at hand, which is a critical component of your discussion board postings. Be sure any links you post contain appropriate material, and nothing that you would not see in a classroom setting.

- It is encouraged that you post your opinions and you are free to disagree with other students, but personal attacks on students and/or the professor will not be tolerated (I don't expect to have this problem, but be forewarned). If any post is considered to be an attack on another student, it will be removed from the board and a corresponding reduction in points will occur. Extreme cases may lead to removal from the course altogether. Intelligent disagreement never resorts to personal attack, and you must be civil/professional on the discussion board, much as you would be expected to be in class.

- Discussion board comments should be grammatically correct, free of slang, and written in a professional tone. Do not use "text speak" on the discussion board or in any communication to me. Posts that contain many grammatical errors or incoherent writing will be disregarded in evaluation. You should take the time to frame your comments carefully—they should be treated as a professional response in a professional setting. Posts that do not exhibit thoughtful framing of response are not considered substantive. Additionally, plagiarized

You may cite other sources in your responses, but citations must be present.

- This component of the course is to facilitate interaction between students since we will not meet as a class. Thus, every student is responsible for contributing regularly through professional and thoughtful comments on the discussion board. You are encouraged to go above and beyond by posting more than 3 substantive comments, however, be aware that individuals cannot receive credit for more than 5 posts in any given weekly forum.

Discussion Board Evaluation:
Your discussion board grade will be a function of the total number of substantive contributions you make each week. For example, to receive 100% of Discussion board posts, students would have to make the maximum number of weekly substantive contributions (3) every week of the course the discussion board is open, for 30 total substantive contributions. Your discussion board grade is calculated by taking your total number of substantive contributions as a percentage of the total required contributions (30). I do not post Discussion Board Grades until the end of the course, so if you have any questions about what constitutes a substantive contribution in your responses, email me and I will be glad to provide you with feedback. Ask earlier in the semester rather than later if you have questions about your contributions.

- **Application Projects:**

- **Buzz Feed Post: 125 Points, (Everyone Completes This Project).**
You may work individually or with one other person on this assignment. Each team or individual will create a BuzzFeed Style post, quiz, or article, written for a specifically targeted market. The post will be designed and promoted (via organic/free means) to the audience. More information/instructions on this assignment can be found in Blackboard in the Buzzfeed Post folder.

- **Choose TWO Application Projects:** Each student will also choose two of three larger, more in-depth projects. These assignments are worth 100 points each and are designed to refine your skills in various areas of social media marketing. These can and should be kept in your career portfolios. The assignments included in this list are summarized below but explained in more detail in the Project Folder on Blackboard. The due dates for each assignment are staggered throughout the semester. They may be turned in earlier than the due date, but late assignments will not be accepted. You may choose any two you like. You may not complete more than two assignments for credit. I will give comments/feedback to students on each of these assignments.

You will pick **two** of these projects. All are worth 100 points. These require some time, so start well in advance of the due date:

- **Social Media Audit:** You will conduct a social media audit of a local or national business or non-profit. This will include an analysis and comparison of your client's social media to two competitors, and an assessment of strengths and weaknesses of your client as well as recommendations for improvement. **Due 9/22**

- **Facebook Ad Campaign (Strategy and Creative):** You will target and design creative for a two Facebook Ad Campaign based off of two client scenarios given by me. **Due 10/13**

- **Video Project:** Your video prompt is "college life." Your goal is to create video content around this theme. You will plan, shoot, and edit a video piece that could be used on social media, as well as develop an outreach plan for your content. **Due 12/4**

Powerpoint/Prezi Presentations: Every chapter has a corresponding Powerpoint Presentation, and I have prezi presentations on additional topics that need to be covered. You should use these presentations as a guide for your own note-taking and study. All Powerpoint slides for the book are available in the student resources in Stukent. My lectures will be available in the Course Documents Section, in the corresponding weekly folder.

Conduct and Civility:

I don't expect to have this issue, but it is worth saying that students will be civil and courteous to each other and to the professor at all times. Rude behavior on discussion boards, online groups, or email, including being aggressive or disrespectful to other students (or the professor) will not be tolerated and if this behavior continues you will be asked to withdraw from the class altogether.

ADA Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/ Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

WKU Counseling and Testing Center

The university experience should be challenging, but not overwhelming. To this end, the WKU Counseling Center provides a variety of services to help strengthen students' capacity to tolerate distress, form healthy relationships, and seek healthy expressions of their ideals and values. If you would like to speak with someone, you may contact WKU's Counseling and Testing Center at 270-745-3159 or use their Here To Help service at https://www.wku.edu/heretohelp/heretohelpemail.php. If you need immediate help, please visit the Counseling Center in 409 Potter Hall or call the 24-hour emergency help line at 270-843-4357.

Summary of Important Dates and Deadlines (Subject to Change with Announcement)

Date	Assignment Due
	All assignments noted in schedule are due Sunday of the week they are assigned at 11:59 unless otherwise noted. Large Point Assignments are noted below.
9/1	Ice-Breaker/Introduction Post to Facebook Group
9/15	Simulation Posting Round 1 and Question Round 2 due
9/22	Social Media Audit Application Assignment (For those that select this option)
9/29	Buzzfeed Content Idea and Target Market Outreach Due
10/13	Facebook Ad Campaign Application Assignment (for those that select this option)
10/20	BuzzFeed Post, Marketing Plan and Outreach Table Due
10/27	Simulation Round 3 and 4 due
11/3	Results and Summary of Buzz Feed Post Due
11/17	Simulation Round 5 and 6 Due
12/4	Video Application Project Due (for those that select this option)

Additional Resources That May Be Helpful During This Course in Creation of Mock-ads and Posts, or as future resources for your social media internship/positions:

- Canva.com (free graphic design site with templates and tools...my favorite "easy" graphic manipulator although there are others)
- Adobe Creative Cloud ($19.99 month license for students available through WKU software center...This is NOT required for this course, but I wanted to let you know it is available should you want to improve your graphic design skills)
- AdParlor.com (lets you create and download high quality mock-up ads or posts for most major social media sites)
- Unsplash (the best application/site I have found for quality stock photos that can be freely used in social media without license or attribution, although attribution is appreciated by the photographers)
- Pixabay.com (attribution-free stock photos...somewhat limited in choices but you get lucky sometimes)
- Compfight.com (Flickr Creative Commons photos – attribution required, more selection)
- Giphy.com (GIF search)
- Images.google.com (try to identify original source, if possible, and specify license type ("free use" or "free use with attribution" in Google advanced search, copies of permission for any content with restrictions)
- MemeGenerator.com (for making your own memes; there is also an app that will do this on your phone)
- Videoshow, imovie, gopro studio: There are hundreds of free video editing programs/apps available. Some of them will watermark your videos unless you use the paid version, which is fine for the purposes of your video projects.

Outreach/Analysis Research Tools (Primarily for Social Media Audit):

- For monitoring and benchmarking brands: RivalIQ
- Successful content on various topics: Buzzsumo.com
- For Sentiment Analysis: Socialmention.com
- Influencers and Followers (Twitter): Followerwonk.com
- For Facebook Page Analysis: Likealyzer.com
- For Twitter Page Analysis: Twitonomy
- For Instagram: Simply Measured/Postchup

COURSE SCHDULE OF READINGS AND ASSIGNMENTS FOLLOWS. SUBJECT TO CHANGE AT PROFESSOR'S DISCRETION. Changes will be announced via Blackboard/Facebook Group.

Weekly Class Schedule of Readings and Assignments:

Week/ Topic	Weekly Assignments (All Assignments are due Sunday of each week by 11:59 p.m. unless otherwise Noted)	Readings/Other Materials (Textbook: ESSM Article Links: BB)	Corresponding Lecture/Presentation
1 (8/26-9/1) Introduction to Social Media Marketing	• Read Syllabus Carefully • Join FALL2019WKUSMM Facebook Group • Discussion Board Week One (3 Contributions) • Chapter One Quiz via Stukent • "Introduction" Assignment to Facebook Group • Read BuzzFeed/Blog Post Assignment Instructions and Start Brainstorming Ideas • Practice Round Open on Stukent Simulation (Optional)	ESSM: Chapter 1 BB Readings: 21 Social Media Stats	The Rise of Social Media
2: 9/2-9/8 Social Media Strategy	• Discussion Board Week Two (3 Contributions) • Chapter Three Quiz via Stukent • Watch "Expert Session: Developing your Voice" Via Stukent • Read Mimic Simulation Instructions and Watch Instructional Video, Practice Round Simulation Posts will be cleared Monday 9/9 • Keep working on Buzzfeed Concept/Idea	ESSM: Chapter 3 & Expert Session Mimic Simulation: Read Scenario and Info for Simulation and Watch Intro Video	Social Media Segmentation, Voice, Strategy
3: 9/9-9/15 Social Media Auditing	• Social Media Audit Project, Begin Work, Due 9/22 • Chapter 12 Quiz via Stukent • (No Discussion Board This Week) • Simulation Round 1 (Posting) and 2 (Questions Answered) Due Via Stukent 9/15	ESSM: Chapter 12 BB: Buzzfeed Publishing Guidelines	Social Media Auditing and Tools
4: 9/16-9/22 Personal Branding	• Discussion Board Week Four • Chapter Two Quiz Via Stukent • Social Media Audit Due Via Blackboard • Sign up for Canva.com Account	ESSM: Chapter 2 BB: Watch Canva.com Design School Tutorials: Canva for Beginners and Graphic Design Basics	Personal Branding
5: 9/23-9/29 Facebook	• Discussion Board Week Five • Chapter 4 Quiz Via Stukent • BuzzFeed Content Idea and Target Market Description Due via Blackboard • Work on Facebook Ad Project (Targeting and Creative), Due 10/6	ESSM: Chapter 4 ESSM: Chapter 16 (Through Facebook)	Facebook Marketing

6: 9/30-10/6 Facebook 2	• Discussion Board Week 6 • Facebook Expert Session: World of Facebook Ads • Finish Facebook Ad Project if you don't want to work on it over Fall Break!	ESSM: Chapter 4 Facebook Expert Session BB: Facebook Blue Print Platform Tutorials: • Getting Started with Facebook Pages • Facebook Ads	
7: 10/7-10/13 Instagram	• Fall Break, No Discussion Board • <mark>Facebook Ad Project Due 10/13 via Blackboard and Facebook Group</mark> • Work on Buzzfeed Post Content and Marketing Plan		
8: 10/14-10/20 Instagram	• Week 8 Discussion Board • Chapter 5 Quiz Via Stukent • <mark>BuzzFeed Post, Marketing Plan and Outreach Table Due 10/20 via Blackboard and Facebook Group (for post link)</mark>	ESSM: Chapter 5 ESSM: Chapter 16 (Instagram)	Instagram
9: 10/21-10/27 Twitter	• Week 9 Discussion Board Postings • Chapter 6 Quiz Via Stukent • <mark>Simulation Round 3&4 Due via Stukent</mark>	ESSM: Chapter 6 ESSM: Chapter 16 (Twitter)	Twitter
10: 10/28-11/3 Snapchat	• No Discussion Board • Chapter 7 Quiz Via Stukent • <mark>Buzzfeed Project Results and Reflection Due via Blackboard</mark>	ESSM: Chapter 7 ESSM: Chapter 16 (Snapchat)	Snapchat
11: 11/4-11/10 Pinterest	• Week 11 Discussion Board • Chapter 8 Quiz Via Stukent • Read/Begin Video Project (Due 12/4)	ESSM: Chapter 8 ESSM: Chapter 16 (Pinterest)	Pinterest
12: 11/11-11/17 Linked In	• Week 12 Discussion Board • Chapter 9 Quiz Via Stukent • <mark>Simulation Round 5 &6 via Stukent</mark>	ESSM: Chapter 9 ESSM: Chapter 16 (LinkedIN)	LinkedIn
13: 11/18-11/24 YouTube/Video	• Thanksgiving Week, No Discussion Board • Chapter 10 Quiz Via Stukent	ESSM: Chapter 10 ESSM: Chapter 16 (YouTube)	Youtube/Video Marketing
14: 11/25-12/1	• Week 14 Discussion Board • Chapter 15 Quiz Via Stukent	ESSM: Chapter 15 and Expert Session	Firestorms in Social Media

Social Media Firestorms	• Expert Session Session: Crisis Ready		
15: 12/2-12-8	• <mark>Video Assignment Due Wednesday 12/4</mark> by 11:59 p.m. via FB and Blackboard, No Discussion Board		