Textbook & Reading Material

No textbook needed. Our curriculum is based on social media channel resources, current news, and related topics.

Course Description & Objectives

This course will cover how social media can be incorporated into a company’s marketing mix in order to achieve marketing goals. The course will focus on understanding the characteristics of social media channels, how to use them and how to track their effectiveness.

The objectives of this course:

1. To understand the foundation of social media marketing and how to incorporate into marketing strategies.
2. To understand and appreciate the benefits and risks associated with society’s use of social media.
3. To develop a social media marketing plan for a company, brand, event, project or product.
4. To learn how to track the effectiveness of social media campaigns using appropriate metrics.

Instructional Strategies

The instructional strategy of this course is to integrate theory with a real-world application that will be accomplished through a combination of components, each of which adds to the learning experience. The course will include the following teaching methods:

- On-campus presentations that will introduce social media marketing topics
- Course readings that support class meetings and discussions
- Video showings that complement class topics and discussions
- Real-world news readings that support class discussions and journal projects
- Individual journals showcasing real-world examples of social media marketing
- Group assignment to develop a social media marketing plan as a team
- Group presentation of real-world social media news and/or academic study

Classroom instruction will be comprised primarily of presentations providing an overview of social media marketing, group exercises, class readings, discussion, and participation. You are expected to read assignments prior to the class meeting for which they are assigned and contribute real-world examples for class discussion. The value of discussion will be heavily influenced by the preparation and performance of each of us. Everyone is expected to contribute.
Assignments/Requirements

Article readings (INDIVIDUAL):
It is expected that students read the assigned readings when expected. Reading assignments are the foundation for discussion and class participation. Not reading the articles provided will hinder students’ ability to actively and knowledgeably contribute to the class.

Weekly journal assignments (INDIVIDUAL):
Students will be expected to keep a journal of real-world social media marketing examples. Each week, you will be responsible for identifying a real-world social media marketing example and journal about your findings. Examples can be sponsored ads, tweets, snaps, stories, posts, traditional ad promoting social interaction, etc. Journal entries should be kept in a PowerPoint template and submitted at the end of the semester for a final grade. One student will be expected to present his/her journal entry to the class each week. Participation in this area is worth 20 percent of your semester grade.

Each journal entry should include the following information:

- Name of organization = such as Coca-Cola
- Type of social media medium = Snapchat
- Target market = Millennials, Baby Boomers, Teenagers, Etc.
- Description = This example of social media marketing was published on XYZ. Its purpose seems to be to encourage the use of product ABC. This example is <serious, humorous, political, etc.>. This example links to a website with a call to action to do _______.
- Personal thoughts on example

Please include an image or link to complement your journal entry.

Social media marketing plan (GROUP):
Each student will be part of a team for the semester. You will work with this team on the news/study assignment (see below) and will be expected to write a social media marketing plan due at the end of the semester. Teams will be determined the first week of class. The first order of business for each group will be to organize themselves, choose group roles and leadership, and select a business topic for their plan. Business options will be provided by the instructor for each group to select. Teams will be able to submit a draft plan for instructor review/feedback three weeks prior to the final due date. This is not required but encouraged in order to help achieve a higher grade. This project is worth 20 percent of your grade. Sample Outline for Social Media Marketing Plan:
Executive Summary
Situational Analysis
Competitive Assessment
Target Audience
Platform Identification
Goals & Tactics
Budget
Timeline / Editorial Calendar
ROI Measurement

News or academic study presentation (GROUP):
Just as social media has many advantages; there are many disadvantages that come with the use of social media as well. Addiction, PR issues, pornography, mental health issues are just a few. Each team will be required to identify one news story or academic study that highlights the risks associated with social media. Each group will be required to present their findings to the class at the end of the semester. The presentation will be 20-30 minutes in a public speaking format in front of the class. Grades will be determined based on the following presentation rubric.

The following rubric will be used to score your group presentation.

**30 total points:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject knowledge</td>
<td>5</td>
<td>1= Not Good</td>
</tr>
<tr>
<td>Relevance</td>
<td>5</td>
<td>2=Average</td>
</tr>
<tr>
<td>Peer review</td>
<td>5</td>
<td>3=Good</td>
</tr>
<tr>
<td>Visual aids</td>
<td>5</td>
<td>4=Very Good</td>
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<tr>
<td>Presentation</td>
<td>5</td>
<td>5=Excellent</td>
</tr>
<tr>
<td>Overall impression</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL: 30</strong></td>
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</tbody>
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**Method of Evaluation for Final Grade**

Weekly journal assignment - 20%
Mid-term exam - 25%
Social media marketing group plan - 20%
Group presentation project - 20%
Attendance/participation - 15%

**Grading Scale:**

100-94 (A)
93-90 (A-)
89-87 (B+)
86-83 (B)
82-80 (B-) 79-77 (C+)
76-73 (C)
72-70 (C-)
69-67 (D+)
66-63 (D)
60-62 (D-)
Below 60 (F)

**School of Business Learning Goals**

1. **Communication Skills:** students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. Assignments, classroom discussions, and the group project support the achievement of this goal.
2. **Quantitative Fluency:** students will demonstrate competency in logical reasoning and data analysis skills. Classroom discussions, completion of certifications and group projects support the achievement of this goal.
3. **Global and Civic Responsibility:** students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in address these issues. A focus on the global political, economic, social, technological, environmental and legal aspects of digital marketing via class discussions and the group project support the achievement of this goal.

4. **Intellectual Innovation and Creativity:** students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems. Class discussions, the group presentation, and project provide ample opportunities for students to demonstrate these skills and to support the achievement of this goal.

5. **Synthesis:** students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks. Classroom discussions, completion of certifications and group projects support the achievement of this goal.

**General Policies**

*Academic Honesty Policy:* Lying, cheating, attempted cheating, and plagiarism are violations of the Honor Code at College of Charleston that, when identified, are investigated. Each instance is examined to determine the degree of deception involved. A student found responsible for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

*Students with Disabilities:* If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please contact me about proper accommodations.

**Teaching Philosophy:**

I believe that when you agree to teach that you agree to add to the greater body of knowledge – that you agree you will take your own knowledge, your own experiences, and your own beliefs and share them within your classroom in a way that will inspire, motivate and grow each and every student.

I believe that each student is unique but that when we learn together, we become a united community within the classroom. We have an opportunity to build upon our own perspectives and to develop as individuals, together. We have an opportunity to learn from one another and to inspire each other.

I believe that by sharing real-world experiences within the classroom, as a professor, you are given the chance to strengthen the profession by expanding the body of knowledge. We can learn from mistakes, motivate from successes and inspire by sharing dreams.

I believe in creating a learning environment where we view the real world, work independently and as a team. We hold each other accountable. We embrace our differences and accept each other for who we are.