# welcome

Social media marketing is a skill that is regularly requested of marketing professionals due to consumer demand and expanded marketing efforts. This course investigates social media from a broad strategic marketing perspective, where consumers are central to planning and interaction. The course will identify how to utilize this tool to facilitate marketing’s role in this broader environment. In this course, students will gain insight into consumers’ experiences in social media. In addition, they will acquire skills needed to implement social media promotions, social media analytics and use social media as a customer service and branding tool.

**Course Prerequisites:** MKTG 302, ECON 200, sophomore standing

“Social marketing eliminates the middlemen, providing brands the unique opportunity to have a direct relationship with their customers.” - Bryan Weiner, CEO, Comscore

**Learning Outcomes**

1. Explain the **influence of social media** on consumers and firms.
2. Critically evaluate ethical dilemmas in social media marketing tools, including privacy, security, and wellbeing.
3. Contrast the **purpose and features of different social media types**.
4. Understand how to **develop, execute, and analyze** a social media marketing plan.

**Required Materials**

We will use **Perusall** to review and annotate together the text and other content material.

As such, purchase the e-book of **Social Media Marketing** (4th edition, by Tuten, Sage) to use Perusall. *This should be purchased through Perusall’s website directly.* (contact me if you need to purchase through the bookstore)

We will also use **Stukent’s Social Media Simulation**

**Quick Links:**

- Grading
- Assessments
- Communication
- Policies
- Resources
- Schedule
This syllabus and its related content are subject to change.

#Course_Outline

Because of my marketing career, my goal is to help you meet the content-related objectives and also to help prepare you for a career. As such, we will treat our classroom and all related work as a professional environment.

We will use an experiential learning methodology in this course, including group work to emulate experiences you may find in the business world. This course is designed to be an interactive, face-to-face class. Your interaction and engagement are pivotal to the success of our classroom community. It is essential that you maintain an active presence for this class, including posting and responding on Perusall. To prepare appropriately for class exercises, prior reading and preparation are required. The schedule details due dates for the assignments, but review OAKS for details on the assignments.

The course content is organized into 2 sections, comprising ten content modules in total. In the first 5 modules, we will become accustomed to the social media environment, its history, and customers' experiences using social media. In the last 5 modules, you will learn how not only to activate social media but to interact with consumers. Here, you will build skills toward developing customer-centric social media marketing strategies.

**Weekly Flow:** Modules open early the previous Monday at 8am. Initial Perusall questions are due Friday, with all posts due Monday at 11:59am. Review the schedule on OAKS for additional details on other assignments.
#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.

2. **Quantitative Fluency**: Students will demonstrate competency in logical reasoning and data analysis skills.

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 addressing these issues.

4. **Intellectual Innovation and Creativity**: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.

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.

#Grading

**No late assignments will be accepted.** The due dates for the assignments are listed on the course schedule. This is an experiential and interactive course; therefore, engagement and class attendance are necessary for success in this class. If you need to miss any part of a class session due to an unforeseen emergency, email the instructor as soon as possible.

**Scale, out of 100%:**
- 93 – 100% = A
- 90 – 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- 80 – 82% = B-
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- Below 60% = F

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Grade Communication: Refer to the syllabus before asking about your current grade. The components of your grade (and their respective weights) are outlined above and described in greater detail in later sections. If there is a question or concern about a grade (ex: mistake in grading), I recognize the 24/7 Policy:

When receiving a grade from me, you must wait a minimum of 24 hours but a maximum of seven (7) days before approaching me about any grievances or questions about that grade. If more than 7 days have passed, the grade will remain as is. After 24 hours have passed, you may schedule a time to meet with me about your grade. Following that meeting, I reserve the right to take seven (7) days to review or revise your score. Note, this process does not guarantee a higher grade and can result in a lower grade once your work is reviewed a second time.

I will not discuss grades with parents, siblings, attorneys, high school teachers, politicians, employers, ministers, spouses, or anyone else other than you.

Final course grades will be rounded as follows: 0.5 and above will round up, while 0.49 and below will round down. There will be no exceptions to this rule. Any student asking for any other consideration relative to this rule, especially at the end of the semester, will receive a full letter grade reduction to their final grade (e.g., a “B-“ will be reduced to a “C-“). The intent of this policy is to discourage students from attempting to influence their grade in an unprofessional or unethical manner. “Grade Grubbing” in any form is unacceptable and will adversely affect a final course grade.

College is designed to be challenging and grades are earned, not given. A grade of “C” is earned by students who complete average college work. Grades in the “B” range signify work that stands above the average. Grades in the “A” range are earned by students who do exceptional work and go ABOVE and BEYOND, not solely because they “worked hard.” I expect you to put forth considerable effort to produce work that reflects your intellectual and creative capabilities.

#Graded_Course_Work
See OAKS for additional detail on these assignments.

Group Formation
In industry, it will be important to learn how to work as a group. As such, much of the class will be structured as a social media agency. You will be randomly placed into a group the first week of class. Each group will include 4-5 members. Your groups will stay the same all semester for select SM Activities and the Platform Pitch.

1. Perusall Social Annotations (15%; 10 modules @ 100 points each): Many times, we learn better when we have the chance to discuss the course content. As such, we will use the Perusall platform for you to collaborate and learn with your classmates while reviewing the material. For each module, you will review videos, images, and/or readings. You are required to create a minimum of 5 quality annotations. Create a minimum of 2 annotations that pose a critical question and a minimum of 2 annotations that respond to others
with facts (such as definitions, explanations, data, etc.), insights (connect to another idea in the course, a personal experience, another student's comments, etc.), or images (maps, infographic, charts, etc.). Initial questions should be posted by Fridays to give enough time for classmates to respond. Weekly module annotations are graded 11:59 am Mondays based on the corresponding dates noted in the schedule. For Week 1, we will do a practice annotation in class on the Syllabus content, and Module 1 & 2 will have an extended deadline - pay close attention to the schedule. (LO 1, 2, 3)

*** Reference OAKS for tips & access to Perusall

2. Content Quizzes (30%; 2 @ 100 points each): There are two quizzes that evaluate your knowledge of social media marketing from our module content. Modules for each quiz are listed in the class schedule of this syllabus. Although the quizzes are open notes/book, it will be timed in a manner that you will need to study (and not rely on these resources alone). Each quiz comprises 25 multiple-choice questions. (LO 1,2,3)

3. MIMIC Social Simulation (10%; 12 rounds @ 100 points per round): In marketing, you sometimes learn more when you have hands-on practice. In this independent simulation, you will develop, execute, and analyze social media marketing using a simulation software, Mimic Social. The individual project will span the entire course and will allow you to apply many of the concepts learned in the course. (LO 3, 4)

4. Certifications (10%; 10 points each): To set you up for success for both this class and for your career, you are required to complete industry certifications. Notify me in week 1 if you have already completed these certifications; I will provide you with alternative assignments. Instructions for the certifications and submissions will be available on OAKS. (LO 1,4)
   - Sprinklr Research Analyst Pro - Learn to leverage AI-powered insights to identify and understand audience affinities, benchmark against competitors, create and use lead generation topic searches, and identify leads.
   - Hootsuite Social Marketing - Hootsuite is an “Industry-recognized certification that demonstrates your expertise with the world's most-used social media management platform to clients and employers.”

5. Social Media Activities (15%; @ 5-20 points each): You will have a chance to practice your social media skills during the in-class activities. Several of these activities will build toward the Platform Pitch Infographic. Below is a sample of what you will be assigned; This does not include all in-class activities. More detail on these assignments will be made available on OAKS based on the module. (LO 1,2,3,4)
   - Buzz Discussion: Social media is constantly evolving, and staying relevant is important to being successful in this domain. For this assignment, your group will share a new development/insight/business news event and lead a discussion as to how it relates to the content review for the week. Discussions must last approximately 20 minutes each Wednesday. Sign-ups will be made available at the beginning of the semester.
- **Social Media Brand Research Activity:** Utilizing your social listening skills, your group will engage in initial research into the clients’ brand image online as compared to its competitors.
- **Social Media Audit Activity:** You will practice your audit and strategy skills and engage in a social media audit, where you'll gain additional insights into the conversation coming from your client, their consumers, and competitors.

6. **Platform Pitch & Digital Take-Away (16%; @ 100 points each)** - In this final activity, you (and your group) will imagine you work for one of the leading Social Media Platforms (these will be pre-assigned). You are in town to educate the College of Charleston School of Business (CofC SOB) marketing team on how to improve their social media communications using your platform. Your prior class activities are formatted in a way to assist with this project. Details specific to this assignment are available on OAKs. *(LO 1,2,3,4)*

7. **SOB Student Research Program or SSRP (4%; 4 @ 1 point each):** Research is integral for understanding consumers and the marketplace. You will receive credit for participating in research studies. Specifically, you will complete 4 SSRP credits during this semester for this course. Typically, 1 SSRP credit means that the study lasts no more than 30 minutes. More details on how to sign up will be provided on OAKs. *(LO 1,2)*

#Communication_Plan

In our class, we will create a community to build up your professional skills. I will communicate with you as a professional and expect the same behavior in all interactions toward other students and me. Remember, a professional is courteous, focused, motivated, and reliable. A professional also contributes to the community, whether that community is a classroom or workplace.

**How attendance is managed:** Just like any organization, this class is a community whose success is dependent on everyone’s participation. Attendance is important to fully understand key course principles and benefit from participation in discussion. In-person attendance by the entire class improves the quality of discussion and activities; it helps ensure equal opportunity for all students. Therefore, students will be expected to attend class in-person unless they should be quarantined/isolated or the College changes policy on in-person classes. If you wish to have an absence excused for sickness, , please contact me as soon as possible and provide documentation of a doctor’s visit, consult, or Covid-19 test. Virtual and in-person health visits can be made at MUSC or CofC Student Health:

- **MUSC:** [https://campaigns.muschealth.org/virtual-care/index.html](https://campaigns.muschealth.org/virtual-care/index.html)
- **CofC:** [https://studenthealth.cofc.edu/appointments/index.php](https://studenthealth.cofc.edu/appointments/index.php)

You will be responsible for catching up with the class and missed assignments by an agreed-upon date set with your professor.

**How to communicate with your professor:** Communication with your instructor can occur via multiple platforms, including email, office hours, phone, and course discussion board. A few procedures to keep in mind:

**QUICK LINKS:**  
- Grading  
- Assessments  
- Communication  
- Policies  
- Resources  
- Schedule
**Ask Three, Then Me:** I receive hundreds of emails every week, many from students asking questions that could easily be answered by reading the syllabus, asking a classmate, or doing a basic google search. Thus, before emailing me, please follow at least 3 of these steps:

1. Consult the class schedule and syllabus.
2. Check OAKS for announcements and instructions, including the Q&A discussion board.
3. Post a question in the Q&A Discussion board.
4. Conduct a Google Search (if relevant).
5. Confer with three classmates.

If you still don’t know the answer to your question, then you may email me or attend office hours. **Office hours** will be held in-person or via Zoom, as it allows for synchronous communication. If you wish to meet me virtually, please email me and I can send you a Zoom link.

**How to email professionally:** Most organizations are dependent on email for internal and external communications. The way you present yourself in emails says a lot about your work ethic and your priorities. Start practicing email etiquette now so that it will be second nature when you enter the workforce.

When corresponding with me, please:
- include MKTG 360 in the subject line and your section/class time.
- include a respectful greeting (e.g., “Dear Dr. Anderson” or “Hello Professor Anderson”).
- fully sign your name.
- use complete sentences.
- proofread your email.
- Don’t use all CAPS or “shout.”

Typically, I will respond to your email and the Q&A discussion board within 24 hours during the business weekdays (Monday - Friday). I stop responding to emails after 5pm.

If you do not receive a reply within 48 hours, please resend your message (unless, of course, you haven’t followed the “ask three, then me” policy).

**How your professor will communicate with you:** The primary way I will be communicating with you is through Email, Announcements, and in the Gradebook.

- **Email:** I will use OAKS to communicate to the larger class via email.
- **Announcements:** This is the first page you see when you enter the course. Please scroll down to see all announcements.
- **Assignments:** I will grade and share feedback on each activity or assignment within 1 week of the due date/time submission. Please view feedback from the My Grades page by choosing the text bubble next to the grade.

**OAKS** (3.10, for all instructional modalities): OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.
#Policies

**Classroom Civility**
My objective is to create a safe space for learning, and any successful learning experience requires mutual respect on behalf of the student and the instructor. The instructor (myself), as well as the fellow students, should not be subjected to any student's behavior that is in any way disruptive, rude, or challenging to the instructor's authority in the classroom. A student should not feel intimidated or demeaned by his/her instructor and students must remember that the instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. Discrimination, disrespect, and otherwise disruptive behavior will not be tolerated: students will be asked to leave the classroom.

**Electronics Policy**
Students in my class ARE permitted to use laptops and tablets in class. In fact, you will need your laptop or tablet to complete some in-class assignments. HOWEVER, using your laptop and/or tablet for activities other than course-specified activities is not accepted. It is distracting for all parties in the classroom. It will be very obvious to students sitting behind and beside you if you are checking email, surfing the web, or playing games instead of taking notes. Be considerate. Be studious. I am permitting laptops and tablets as a way of improving your learning experience. Don’t blow it.

There may be times when we can engage with a phone for an in-class assignment. However, I do not recommend using a phone to capture notes or submit classwork. Use of a phone to text, check email, or posting on Insta—even to tell your friends what a fantastic time you are having in class—is not accepted in this class. Unless prompted for an educational reason, keep it in your pocket, purse, or backpack. If you have it out, you will be asked to leave the classroom.

**(N)etiquette**
Netiquette is network etiquette, the do's and don'ts of online communication. To maintain a respectful and supportive environment please uphold these rules of netiquette:

- Be kind and ethical.
- Be aware of how your communication may be perceived by others.
- Be forgiving.
- Respect disagreement.
- Share your knowledge.
- Cite your sources.
- Help each other.

***Reference OAKS for more tips on expected behavior***

**Inclement Weather, Pandemic or Substantial Interruption of Instruction**
If the class must go virtual for any reason or any period of time, we will switch to a hybrid online learning format with a combination of live zoom classes and pre-recorded lectures on OAKS. Detailed instructions for this transition will be provided by the professor.
If classes are suspended, I will communicate to you a detailed plan for a change in modality as soon as possible to ensure the continuity of learning. For this course, all students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents, where the instructor determines the student's actions are related more to misunderstanding and confusion, will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://deanofstudents.cofc.edu/honor-system/studenthandbook/.” OAKS (3.10, for all instructional modalities), including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

#You_Are_Not_Alone

The College and I offer many resources to support you in your academic journey, both in your personal life and academically. We believe mental and physical well-being are core to success in the learning environment. I hope you reach out to either myself or the contacts below to ensure you are getting the support you need. Health, financial, and mental stress may create or exacerbate difficulties in your learning environment. Please check in with yourself regularly and consider letting us help you with any concerns great or small.

**Technical Difficulties**

If you have questions or problems related to the course, please follow the communication procedures noted above. If you have technical problems, please contact Student Computing Support or Helpdesk:

- **Student Computing Support**: 843-953-5457; studentcomputingsupport@cofc.edu; blogs.cofc.edu/scs
- **Helpdesk**: 843-953-3375; helpdesk@cofc.edu; it.cofc.edu/help/helpdesk
It's important to resolve technical problems swiftly, so do not delay getting support. Computer failure or unavailability does not constitute an excuse for not completing assignments.

**Writing & Presentation**

Professional writing and presentation skills are necessary for industry, and CofC has great resources to improve these skills. The College Skills Writing Lab and Speaking/Presentation Lab are located in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. There are also virtual options available. For more information, please call 843.953.5635 or visit [http://csl.cofc.edu/labs/writing-lab/](http://csl.cofc.edu/labs/writing-lab/).

**Accommodations for Students with Disabilities**

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104 or by reaching out via email: snap@cofc.edu or calling 843.953.1431. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before the accommodation is needed.

*Students approved to receive accommodations are responsible for contacting me at least one week before any accommodation is needed. Please plan ahead.*

**Center for Student Learning**

The Center for Student Learning's (CSL) academic support services provides assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic careers and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843) 953-5635.

**Mental & Physical Wellbeing**

At the college, we take every students’ mental and physical well-being seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at [http://counseling.cofc.edu](http://counseling.cofc.edu) or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting “4support” to 839863, visit [http://counseling.cofc.edu/cct/index.php](http://counseling.cofc.edu/cct/index.php), or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.
Food & Housing Resources

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or getting sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off-campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to me if you are comfortable in doing so.

Inclusion

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at CofC. The College of Charleston offers many resources for LGBTQ+ and minority students, faculty, and staff along with their allies. Resource below:

- Preferred Name and Pronoun Information
- On-Campus Gender Inclusive facilities
- Campus Resources
- College of Charleston Reporting Portals
- National Resources for Faculty & Staff
- GSEC Reports
- Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
- College of Charleston Quality Enhancement Plan (QEP)
- Articles about CofC and LGBTQ+ Issues