Advanced Social Media Marketing

Summer 2022   31264   MKTG 360_01   ONLINE ASYNCHRONOUS (ONL)

Instructor: Dr. Kelley Cours Anderson
andersonkb@cofc.edu   843.953.7634   Beatty 423; Zoom By appt only

#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 read and annotate together the text and other content material.

As such, purchase/rent the e-book of Social Media Marketing (4th edition, by Tuten, Sage) through Perusall.

We will also use Stukent's Social Media Simulation

Reliable Laptop and Internet Access + Software & Cloudware- Microsoft Office, Google Workspace, Padlet, SF Trailhead, Adobe Reader & Flash Player

This syllabus and its related content are subject to change.
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 virtual classroom and all related work as a professional environment. Your interaction and engagement are pivotal to the success of our classroom community. We will use an experiential learning methodology in this course to emulate experiences you may find in the business world. This course is designed to be interactive. Although this course is completely online and has self-paced components, we will emulate an in-class discussion format in a virtual (social) space. Social media, especially, is a fast-moving area. The skills you will gain in this class are meant to help in the long-term. Specifically, this class will require not only your active presence (such as posting and responding on Perusall as you would in an in-person discussion-oriented course) but your curiosity as you will actively pursue new shifts in this space. Review the schedule on OAKS for details on Perusall and additional 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.

Class Flow: The course has set deadlines, but modules will open as you complete each prior module. For example, when you complete Module 1, Module 2 will open automatically on OAKS. Note, all Perusall annotations are due on the date of the module no later than 11:59 pm. Additional Activities, Simulation rounds, and Certifications are due by 11:59 pm on the dates indicated on the Schedule. ***Reference OAKS for Welcome Video containing more detail on the course***
#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%:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 86%</td>
<td>B</td>
</tr>
<tr>
<td>77 – 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73 – 76%</td>
<td>C</td>
</tr>
<tr>
<td>70 – 72%</td>
<td>C-</td>
</tr>
<tr>
<td>67 – 69%</td>
<td>D+</td>
</tr>
<tr>
<td>63 – 66%</td>
<td>D</td>
</tr>
<tr>
<td>60 – 62%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>
**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.*

1. **Perusall Social Annotations (15%; 10 modules @ 3 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.). All module annotations are graded 11:59 pm based on the corresponding dates noted in the schedule. (ex: All annotations for Module 2 are due 5/17/2022 at 11:59 pm). *(LO 1, 2, 3)*

***Reference OAKS for tips & access to Perusall***
2. MIMIC Social Simulation (15% 10 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 simulation software, Mimic Social. I offer recommended dates to complete each simulation round, but all rounds must be complete by May 30th. This self-paced simulation will allow you to apply many of the concepts learned in the course. (LO 3, 4)

3. 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.”

4. Social Media Activities (30%; @ 5-20 points each): You will have a chance to practice social listening and create recommendations in this 3-part activity. More detail on these assignments is available on OAKS.
   a) Brand Research Assignment - individual activity
   b) Brand Platform Audit - individual activity
   c) Platform Pitch - group activity
      Group work, even in virtual environments, is an important component of working in today's social media landscape. However, because of the fast-paced nature of this course, you are allowed to opt-out of this group activity by working on this Infographic independently. If you are interested in working in a group, please sign up for a group on OAKS by end-of-day Wednesday 5/18/2022. (LO 1,3,4)

5. 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). The quizzes will be multiple-choice. (LO 1,2,3)

#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. As mentioned above, your performance is tied to how actively you participate. While I don't like to be “Big Brother,” I do have the ability to monitor your OAKS activity. This includes the number of logins, materials accessed, and time spent. I won't be looking over your shoulder unless you give me a reason.

*Failure to participate in our OAKS class for three (3) business days in a row will result in a WA, which is equivalent to failing the course.*

If you wish to have an absence excused for sickness, you MUST have 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
- CofC: https://studenthealth.cofc.edu/appointments/index.php

In the event you are not able to attend to your coursework due to an excused absence, you are responsible for catching up with the class and missed assignments by an agreed-upon date set with your professor (myself).

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

*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 schedule an appointment.

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
- include a respectful greeting (e.g., “Dear Dr. Anderson” or “Hello Professor”)
- 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 2 days of the due date/time. 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

**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 update your Facebook status—even to tell your friends what a fantastic time you are having in class—is not accepted in this class. Unless prompted for a pedagogical reason, keep it in your pocket, purse, or backpack. If you have it out, you will be asked to leave the classroom.

**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.

Netiquette

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 classes are suspended, faculty will announce to their students a detailed plan for a change in modality 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) 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. Inclement Weather, Pandemic or Substantial Interruption of Instruction If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure thecontinuity of learning. 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.
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. Covid-19 and related 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 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 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, 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 CoC 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
The College of Charleston offers many resources for LGBTQ+ and minority students, faculty,
and staff along with their allies.

- 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 CoC and LGBTQ+ Issues