Summer 2022 COURSE SYLLABUS

Instructor: Priscilla Peña
e-mail: pypena@uri.edu
Office Hours: By appointment
Course Name: MKT 475 – 2000 (BUS 365) Social Media for Marketing:
Analytics and Strategy
Class Time and Place: Online Asynchronous
Session 2 (6/27/22 – 7/30/22)
Optional Text: “Essentials of Social Media Marketing” by Michelle Charello
Flipgrid: https://flipgrid.com/81b7715c

Course Description:
(3 crs.) Analyze a brand's social media positioning, apply analytical skills to social network data for marketing research, and develop strategies for social media marketing that help meet broad marketing objectives. (Lec. 3/Online) Pre: MKT 265 (BUS 365) or 265H (365H), or permission of instructor.

Additional Information:

Social Media Marketing (SMM) is the use of social media by marketers to increase brand awareness, identify key audiences, generate leads, and build meaningful relationships with customers. Social media allows businesses to gain a competitive advantage through the creation and distribution of valuable, relevant, and consistent content to attract and retain clearly defined audiences.

Unfortunately, today many companies are not preparing for the future of social. It’s not those businesses aren’t trying; many of them have Facebook, Twitter, LinkedIn, or Instagram accounts established. They are present and disseminating content on those platforms, but they do not have a proper social media marketing plan in place. It is not enough for students today who will enter the workforce to just be equipped with general theories and knowledge when it comes to social media marketing. Students will need to know how to utilize new and constantly updated social media marketing strategies for businesses.

Course Objectives:
- How social media has disrupted traditional marketing
- The benefits of and why social media marketing is important
- How to develop their personal brands
- How to create a social media marketing strategy
- Creating and optimizing business profiles on each social network
- Implementing a social media content strategy on each social network
- The benefits of and how to market with blogs, vlogs, podcasts, and webinars
- How to launch a social media marketing campaign
- How to create a social media influencer marketing strategy
- Creating an employee advocacy program
- Social media policies and crisis response plans
- Social media advertising on each social network
- Social selling ROI

Social media analytics and measuring ROI By the end of the course, students will know how to implement a successful content strategy for Facebook, Instagram, Twitter, Snapchat, Pinterest, LinkedIn, and YouTube. To keep up with the current trends, TikTok and BeReal will also be covered.

**Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Flipgrid discussions</td>
<td>40</td>
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<tr>
<td>LinkedIn Assignment</td>
<td>10</td>
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<tr>
<td>Google Ads Certificates (2)</td>
<td>20</td>
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<tr>
<td>HubSpot Social Media Marketing Certificate</td>
<td>10</td>
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<tr>
<td>Final Project</td>
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<td><strong>Total:</strong></td>
<td>100</td>
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Grades are assigned using URI’s standard scale:

- A : 94-100
- B+ : 87-89
- C+ : 77-79
- D+ : 67-69
- F : 59 or less
- A- : 90-93
- B : 83-86
- C : 73-76
- D : 60-66
- B- : 80-82
- C- : 70-72

**Assignments:**

**Flipgrid discussion (40%):** You will need to create a Flipgrid account by the first day of class and join my group Social Media Marketing- Summer 2022 (https://flipgrid.com/81b7715c)

Join Code:
81b7715c
QR Code:
Additional resources can be found here (https://info.flipgrid.com/getting-started.html). Flipgrid is a social learning platform under Microsoft. Simply put, it is a free video discussion app that will allow us to discuss various topics in creative and meaningful way. Since this class is asynchronous, I wanted to integrate a platform that would allow you to get to know one another and network. It is my hope that you find this more intriguing than the typical discussion posts.

Each Monday, I will upload a topic on Brightspace for you to discuss and reply to. You are to think critically about your response before posting it. Your face should be visible throughout the duration of your video response. 2 interactions with classmates per topic are required. There will be an introduction post along with 5 topics. Aside from the introduction post, each topic responses are due by noon Sunday of the week posted. Example: Flipgrid Post #1 responses are due Sunday, July 3 by noon.

Topics will vary by week and will require critical thinking of the week’s material. You may be asked to cover a current event. In this case you can use your free subscription to The Wall Street Journal and The New York Times. Regardless of needing to read current event articles for this class, As a marketing professional, it is important to stay up to date on these events.

All URI faculty, staff, and students can register for a free one-year subscription to both The Wall Street Journal and The New York Times. (This is a great resource!)

You can access both free subscriptions at this link: https://uri.libguides.com/newspapers

LinkedIn Assignment (10%): This is an individual Social Media Branding Project. To benefit your own experience and job searches, your personal social media branding project will require you becoming familiar with the most commonly used professional social media tool: LinkedIn. I hope this is a tool many of you are already familiar with and participating in. LinkedIn is a social network for professional purposes, and a great majority of companies are using this tool to recruit/screen new hires. You will create/polish your professional LinkedIn account, and make professional connections, as part of your course grade. If you have a professional web page, a Prezi, resume, or a blog, you may want to link that to your profile. I highly recommend making a professional page, especially if you are an MBA student. You should make at least 20 connections over the semester; focus particularly on professional contacts (coworkers, professionals you have met or heard speak or interviewed with, not just your
Directions:
Go to LinkedIn.com and open a free account. Follow instructions on creating profile...be sure that grading criteria (below) is met/exceeded.

Grading Criteria:
1. LinkedIn account is updated, professional, and complete, including an appropriate and current profile picture.
2. Thoughtful headline (i.e., not just URI student) that utilizes search terms.
3. Concise and appropriate objectives for future employment discussed in summary.
4. Use of searchable keywords in summary and skills that relate to your objectives/career goals (as listed in your goals/objectives in your summary).
5. Thoughtful summary and personal statement that gives a good feel of your personality and strengths (see notes on Personal Branding).
6. All job titles/experience listed, and duties explained, or education mentioning/listing skills, courses/projects undertaken or knowledge relevant to field of interest, use of search terms here as well. You can add this course and certificates.
7. No spelling or grammatical errors
8. At least 20 connections that you know (not all of them students in this class). Do not add professionals for the sake of it.
9. Extra points for getting NEW recommendations (not the same as endorsements) from superiors or professors (not me until after this semester) (up to 5 points).
10. Customize your LinkedIn URL
11. Connect with me (you don’t have to stay connected after semester is over) by Sunday, July 17 at noon: https://www.linkedin.com/in/priscillapena/
   (Make you connect and not simply follow my account. We will cover “Creator mode”)
12. Follow at least 2 business pages. This can businesses that personally interest you or companies that you may want to pursue a career with.
13. Provide feedback to 2 of your classmates’ pages.
14. Upload your LinkedIn URL to the discussion post along with a short description of yourself and career goals. Critique two fellow classmates’ LinkedIn. Include references for the suggested improvements or overall appreciation of their page. Complete by Sunday, July 17 at noon.

(Assignment is a slight adaptation from an assignment created by Joanna Melancon at Western Kentucky University and Christy Ashley at University of Rhode Island.)
**Google Ads Search and Ad Display Certificates (20%):** You are asked to complete the Google Ads Search and Google Ads Display Certifications and upload your certificates to Brightspace.

1. **Google Ads Search Certification:**

   Demonstrate your mastery of building and optimizing Google Search campaigns. Certified users will exhibit the ability to leverage automated solutions like Smart Bidding and Audience Solutions to boost campaign performance for specific marketing objectives.

   By earning the Google Ads Search Certification, Google recognizes your ability to:
   - Translate a vision for online marketing into a coherent digital marketing strategy
   - Develop a Google Search strategy with wider company marketing plans
   - Generate a plan to increase leads, sales or web traffic using Google Search
   - Develop a plan to reach new and existing customers with Google Search Audiences
   - Ensure your Search marketing plan is aligned with your digital marketing budget

   Suggested time commitment: 3.7 hours

   Be sure to add this to your LinkedIn profile once it is completed.

2. **Google Ads Display Certification:**
   ([https://skillshop.exceedlms.com/student/path/18061-google-ads-display-certification](https://skillshop.exceedlms.com/student/path/18061-google-ads-display-certification))

   Validate your expertise using Google Display to deliver results that get the most from your display advertising investment. Certified users will demonstrate their ability to develop effective Display strategies and campaigns that achieve specific marketing goals.

   By earning the Google Ads Display Certification, Google recognizes your ability to:
   - Translate a vision for online marketing into a coherent digital marketing strategy
   - Develop a Google Display strategy with wider company marketing plans
   - Generate a plan to increase awareness, consideration, action, and retention using Google Display
   - Develop a plan to reach new and existing customers with Google Display Audiences
   - Ensure Display marketing plan is in alignment with digital marketing budget
Suggested time commitment: 2.6 hours

Be sure to add this to your LinkedIn profile once it is completed.

★ Extra Credit will be given for any additional certificates completed. Points will not be given to additional certificates completed before the first day of class.
★ Both certificates due by Thursday, July 28 by midnight.

**HubSpot Social Media Marketing Certificate (10%)**: You are asked to complete the HubSpot Academy Social Media Marketing Course and upload your certificate to Brightspace.

The newly updated Social Media Certification will help you shape the conversation around your business, build loyalty, and attract new customers and partners; it's the only social media training you'll ever need. Building an effective social media strategy will expand all of your other inbound marketing efforts as well as build brand awareness, drive word of mouth, and attract buyers. In other words, social media is the ultimate way to do inbound marketing.

*What you'll learn:*

- Develop an engaging and effective social media strategy for your business
- Build an inbound social media strategy that delights your customers and grows your bottom line
- Leverage the power of social media to transform your business and your career

**Course Details**: 8 lessons, 38 videos, 29 quizzes, **suggested time commitment of 4:05 hours**

Be sure to add this to your LinkedIn profile once it is completed.

★ Access the free course here: [https://academy.hubspot.com/courses/social-media?library=true](https://academy.hubspot.com/courses/social-media?library=true)
★ Due by Thursday, July 28 by midnight.
Final Project (20%): Your dream company has just approached you to be an influencer for them! The company has asked for you to provide feedback on their social media strategies and to create a social media content calendar for the month of August. In this content calendar, they want to see examples of 2 original ads and their placement with the calendar. (The 2 ads should be from two different platforms.) In order to ensure that your content calendar aligns with the current strategies of the company, you are to provide a 14 (consecutive) day content calendar of their previous postings. (Dates can only range from Monday, June 27, 2022, to Thursday, July 28, 2022.) The company has asked you to create a brand buyer persona that you will be targeting. Justification for your social media platform choices, ads and placement should all be communicated effectively. Please present this in 10-15-minute video. You may work with one additional classmate on this assignment. If you choose this route, please let me know. If you do decide to work as a team, the video should be 15-20 minutes long. The complete rubric can be found on Brightspace. Due Date: Thursday, July 28 by midnight

ACADEMIC SUPPORT SERVICES

Office of Disability Services
1. Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.
2. From the University Manual: 6.40.10 and 6.40.11 Accommodations for qualified students with disabilities.
   Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

Academic Enhancement Center
The work in this course is complex and intensive. To do the best you can, it’s a good idea to visit the Academic Enhancement Center (AEC) in Roosevelt Hall. The AEC offers a comfortable environment in which to study alone or together, with or without a tutor. AEC tutors can answer questions, clarify concepts, check understanding, and help you to study. You can make an appointment or walk in during office hours — Monday through Thursday from 9 am. to 9 pm, Friday from 9 am to 1 pm, and Sunday from 4 pm. to 8 pm. For a complete schedule — including when tutors are available specifically for this class – go to web.uri.edu/aec, call (401) 874-2367, or stop by the fourth floor in Roosevelt Hall.

The Writing Center
The Writing Center is for “all writers, all disciplines, at all levels, and all stages of writing.” If an instructor suggests that you go to the Writing Center, it is not a punishment, and does mean that you are a terrible writer. It means the instructor wants you to receive more individualized attention to your writing than s/he is able to provide, given the constraints of the class. It will only improve your grade. If possible, call ahead for an appointment (401-874-2367). Drop-in tutorials are often available. You may make repeat appointments, requesting the same tutor each time if
you wish. See their Web Page: web.uri.edu/aec/writing/ for tips on how to make the best of your Writing Center visit.

Library

PROFESSIONAL CONDUCT
Cheating and plagiarism are serious academic offenses, which are deal with firmly by the College and University. Scholastic integrity assumes that students are honest in all academic work. **Cheating** is the failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information). **Plagiarism** is the failure to give credit for another person’s written or oral statement, thereby falsely presuming that such work is originally and solely your own.

If you have any doubt about what constitutes plagiarism, visit the following website: https://honorcouncil.georgetown.edu/whatisplagiarism, the URI Student Handbook, and University Manual sections on plagiarism and cheating at http://web.uri.edu/studentconduct/student-handbook/.

Students are expected to be honest in all academic work. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite, and reference the work of others with integrity. The following are examples of academic dishonesty.

Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation.

- Claiming disproportionate credit for work not done independently;
- Unauthorized possession or access to exams;
- Unauthorized communication during exams;
- Unauthorized use of another’s work or preparing work for another student;
- Taking an exam for another student;
- Altering or attempting to alter grades;
- The use of notes or electronic devices to gain an unauthorized advantage during exams;
- Fabricating or falsifying facts, data or references;
- Facilitating or aiding another’s academic dishonesty;
- Submitting the same paper for more than one course without prior approval from the instructor.

Please note the following section from the University Manual:

**8.27.17.** Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student’s academic dean, the instructor’s dean, and the Office of Student Life. The student may appeal the matter to the instructor’s dean, and the decision by the dean shall be expeditious and final.

Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.
Any good writer’s handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

**Please note:** Students are responsible for being familiar with and adhering to the published “Community Standards of Behavior: University Policies and Regulations” which can be accessed in the University Student Handbook.

**Standards of Behavior**
Students are expected to treat faculty and fellow classmates with dignity and respect. Students are responsible for being familiar with and adhering to the published “Student Code of Conduct” which can be accessed in the University Student Handbook (http://web.uri.edu/studentconduct/student-handbook/).

The University of Rhode Island is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs
- Be open to the views of others
- Honor the uniqueness of their colleagues
- Appreciate the opportunity that we have to learn from each other in this community
- Value each other’s opinions
- Keep confidential discussions that the community has of a personal (or professional) nature
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the University of Rhode Island community

**Tentative Course Schedule**
Class Schedule (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Content</th>
<th>Assignments and Tasks</th>
<th>Submission Deadlines</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Ch 1: Introduction to Social Media Marketing</td>
<td>▪ Read all PowerPoints and related articles</td>
<td><strong>Required:</strong></td>
</tr>
<tr>
<td>(Monday, June 27</td>
<td>Ch 2: Developing Your Personal Brand</td>
<td>▪ Watched related videos</td>
<td>1. Flipgrid</td>
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<tr>
<td>to Sunday, June 3</td>
<td>Ch 3: Social Media Marketing Strategy</td>
<td>▪ Flipgrid Introduction and Post #1</td>
<td>Introduction</td>
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<td></td>
<td>Ch 4: Marketing with Facebook</td>
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<td>(Thursday, June 30)</td>
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<td></td>
<td>Related videos and articles posted on Brightspace folder</td>
<td></td>
<td>2. Flipgrid discussion #1 and 2 replies (Sunday, July 3 by noon)</td>
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</tbody>
</table>
| Week 2  
(Monday, July 4 to Sunday, June 10) | Ch 5: Marketing with Instagram  
Ch 6: Marketing with Twitter  
Ch 7: Marketing with Snapchat  
Ch 8: Marketing with Pinterest | - Read all PowerPoints and related articles  
- Watched related videos  
- Watch the first half of Jonah Berger-Contagious: Why Things Catch On  
- Flipgrid Post #2  
- Recommended to complete one certificate | **Required:**  
1. Flipgrid discussion post and 2 replies  
(Sunday, July 10 by noon)  
**Suggested deadline:**  
- HubSpot Certificate |
| Week 3  
(Monday, July 11 to Sunday, July 17) | Ch 9: Marketing with LinkedIn  
Ch 10: Marketing with YouTube  
Ch 11: Blogs, Vlogs, Podcasts and Webinars  
Ch 12: Social Media Marketing Campaigns | - Read all PowerPoints and related articles  
- Watched related videos  
- Watch the second half of Jonah Berger-Contagious: Why Things Catch On  
- Flipgrid Post #3  
- LinkedIn assignment  
- Recommended to complete one certificate | **Required:**  
1. Flipgrid discussion post and 2 replies  
(Sunday, July 17 by noon)  
2. LinkedIn assignment and critiques.  
(Sunday, July 17 by noon)  
**Suggested deadline:**  
3. Google Certificate (#1) |
| Week 4  
(Monday, July 18 to Sunday, July 24) | Ch 13: Influencer Marketing with Social Media  
Ch 14: Employee Advocacy  
Ch 15: Social Media Policies and Crisis Response Plan  
Ch 16: Social Media Advertising | - Read all PowerPoints and related articles  
- Watched related videos  
- Flipgrid Post #4  
- LinkedIn assignment | **Required:**  
1. Flipgrid discussion post and 2 replies  
(Sunday, July 24 by noon)  
**Suggested deadline:** |
| Week 5  
(Monday, July 25 to Saturday, July 30) | Ch 17: Social Selling  
Ch 18: Social Media Analytics and Measuring ROI | | | **Required:** |
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<td></td>
<td><strong>Recommended to complete one certificate</strong></td>
<td><strong>Google Certificate (#2)</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Read all PowerPoints and related articles</strong></td>
<td><strong>Required:</strong></td>
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</table>
| | | **Watched related videos** | 1. Final Project  
(Thursday, July 28 by midnight) |
| | | **Flipgrid Post #5** | 2. Flipgrid discussion post and 2 replies  
(Thursday, July 28 by midnight) |
| | | **All certificates completed** | 3. HubSpot Certificates  
(#1 and #2)  
(Thursday, July 28 by midnight) |
| | | **Social Media Score Card due** | 4. Google Certificates  
(#1 and #2)  
(Thursday, July 28 by midnight) |

*Note: The instructor reserves the right to change the syllabus any time during the course of the semester if circumstances dictate.*

**Academic Conduct:**

I view academic misconduct as a serious breach of trust and integrity in your roles as an academic participant, a researcher, and a human being. Please familiarize yourself with the university policy on Academic Dishonesty. Anyone caught cheating in any fashion, including plagiarism, will receive a 0 on the assignment and may be given an automatic “F” in this course. Furthermore, violators may be referred to University officials for disciplinary action. Cheating on a group project will result in a grade of 0 for all group members.

Plagiarism is defined as “...to steal and pass off as one’s own the work of another” (Webster’s Dictionary, Time Press c1978, pp403). It is a simple matter to avoid the issue of plagiarism. All research works including individual class papers and group papers must contain a bibliography citing the works of authors researched. Specific or unique content/ideas from an individual source,
direct quotations, and larger paraphrased passages must be cited in the text as well. Do not, however, cite every sentence, or the end of every paragraph. That practice indicates that you have only copied information that you have looked up and your paper contains no original thoughts, analysis, or synthesis. It is necessary that you research the topic, absorb what you find, and write the paper.

- Be particularly careful when using the Internet. Downloading internet content into a paper without giving credit to the source constitutes plagiarism. All individual and group assignments must be your own work. Furthermore, for this class case analyses should be restricted to the information given in the case.
- Using any work product from students who have previously taken this course is cheating and will result in an F in the course.

If you have any questions about what constitutes acceptable and ethical practice for this course, or are the least bit uncertain about a behavior, please check with the instructor, not other students. **Disabilities:** If you have a documented disability that requires any special consideration in an educational setting, please see me so that we can make appropriate accommodations for this class.

**Written Assignments Format:** Unless otherwise noted in class, written assignments should adhere to the following format:

- Use a title page (not included in page length) that contains the assignment identification, your name, course/section number, and date. Do not repeat title page information in the body of the paper.
- Follow guidelines for specific assignments as noted in the syllabus and/or described in class.
- Use headings for each section.
- Bulleted lists are single spaced. Also note that the core written content should not be bulleted.
- Be sure to spell check AND proofread. Be especially careful of some common errors that are not usually caught by electronic spell checkers but are noticed by me and make me think you haven’t put adequate effort into your paper:
  - their, there, they’re
  - its, it’s
  - loose, lose, losing, loosing
  - company’s, companies, companies’
  - since, because
  - that, who
  - amount, number
  - plurals of acronyms and years do not have apostrophes (e.g., 1990s, GPAs)
  - paragraphs – Use them! (EITHER indent the first line of paragraphs OR skip a line between paragraphs. Don’t do both.)
  - use of multiple they/their/them in one sentence, especially when pronouns refer to different objects.
  - bias, biased
  - with regard to NOT in regards to