3333 – Telling Your Story
Spring 2018

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Course Website: http://lss.at.ufl.edu

Course Communication: Please email me with any questions related to the course at the email provided above; additionally, office hours are a good time to reach out with questions or concerns.

Course Description:
This course is about engagement. It is about building a community of followers. Especially engaged, passionate followers. As a practicum, I am your consultant. I am here to share my thoughts, ideas, and personal experiences from doing what you will be doing. Success in the class will come from your determination to be successful and your skill at applying what you've learned to your efforts.

In building an engaged community we start with this: You are the brand. Choose an aspect of yourself that is interesting enough to attract a sizeable, engaged audience. Choose carefully. The key is that it is not a company, product, or service. It is you. Or rather, something you can do, or think, or create, that is interesting. This will be your focus over the next four semesters of this project.

Once you've established your brand, this course will focus on your vision for building and engaging a community and how to create a strategic plan that supports that vision. To do so, you will identify the story within the vision and determine how to bring that story to life. For this course, you will create a marketing plan, a hosted website with Google Analytics, an RSS feed, and relevant social media accounts including Facebook, Twitter and Instagram to strategically build your community.

Course Objectives:
By the end of this course, students will:
- Establish a social media brand.
- Build a strategic plan that supports your brand vision.
- Develop a presence for your brand across multiple social and online accounts.
- Create content for your brand that is engaging and builds followers.

Course Goal:
This course will position students to strategically achieve the overall goals of the practicum course to build a brand around and develop an online following.

Expectations:
Students are expected to engage fully in the course and use their creative and intellectual sides to bridge academic concepts with practical applications. Students are expected to complete work in a timely manner, participate in class discussion and engage in the Canvas shell. These discussions are not limited to the Canvas shell, but all platforms that involve coursework.

Required Reading Text:
- Zadra, Dan. Where Will You Be 5 Years from Today
- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing It Right. *(Amazon link to come)*

Additional Readings:
Listed in the course schedule and in weekly modules on Canvas

Prerequisite knowledge and skills:
Students are required to take the first two semesters of their MA program before registering for practicum classes.

Teaching Philosophy:
In this class, students will engage in hands-on education of learned social media practices and in doing so, practice the rigors of social media. This class will require creativity, diligence and a willingness to try new and diverse activities to generate and secure followers. While much of the class will be self-directed, I will happily be here to provide guidance, brainstorm and discuss new and notable trends.

Instructional Methods:

The course will include office hour live video consultations and online group working forums. The consultation sessions will be recorded and available for playback on the website.

Course Policies:

Attendance Policy:
Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day, Monday – Friday, to check for course updates in the announcements and discussion sections of the site.

Late Work and Make-up Policy:
Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

- More than an hour late but less than 24 hours late   10 points off
- More than 24 hours late but less than 48 hours late   15 points off
- More than 48 hours late   25 points off
- A week or more late   Not accepted at all

The new lecture week runs begins on Mondays.

Requirements for this course are consistent with university policies that can be found in the online catalogue at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Grading:
Your work will be evaluated according to this distribution:
- Project Planning (community topic and basic plan) -   10%
- Mid-term evaluation   -   25%
- Final Presentation   -   65%

The final grade will be awarded as follows:

A   100%   to   93%
A-   < 92% to   90%

B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 82%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 72%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 62%	to	60%
F	< 59%	to	0%

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Weekly Consultation Lectures:
The Instructor will hold office hours each week for two hours at the prescribed time. This is an open window for consultation on your projects. She will answer questions, brainstorm solutions and share the most recent learnings on the topic. This will be held in an open webinar format to allow all students to listen to and learn from each other.

These live sessions will be recorded and made available on the class website.

Project Planning:
1. You will be building an interest community from the ground up. To do so will first require picking a topic to build a community around. We ask (or rather, we insist!) that it be nothing controversial. If you are unsure, ask me! Your community topic is due by the end of WEEK THREE. You may submit your topic before then, but it is due by the end of WEEK THREE.
2. You will then need to create a strategic plan for developing and promoting content around your new community. Your strategic plan is due as your midterm in WEEK SIX. However, you will be asked to submit a rough plan or plan outline in WEEK FOUR. This will be part of your assignment grade.
3. The rest of the semester will require you to create original content for your community on multiple platforms and the semester will end with a final presentation.

Guided Learning Assignments:

Throughout the semester there will be various additional assignments to complete. These assignments will not be for a grade as they are intended to help you build your overall branded community. Creating an interest community from the ground up requires a tremendous amount of planning, due diligence, and reflection. These assignments are to help inspire you to think deeply about your brand and act as signposts to help keep you on track during the semester. Your instructor will provide feedback on these assignments as a way to help you think about how to strategically build your community while also keeping pace with the volume of content that will need to be created. Although these assignments will not be graded, you will receive feedback on them and this feedback should be used to critically evaluate and create your brand across multiple platforms.

Midterm Assignment: Strategic Plan
A midterm evaluation of your first semester practicum program will occur during WEEK SIX. This evaluation will require you to present the materials worked on to date, including your vision statement, your strategy document and the initial social media concept for your channels. Student can choose the best means to present the work but a basic template will be provided for sharing social media sites, blogs and Google analytics snapshots. This will be a written presentation.

Rubric

	100-90 Excellent	89-80 Good	79-70 Satisfactory	Less than 70 Unsatisfactory
Approach – 50%	Competently describes and contextualizes strategic approach and plan	Capably describes strategic approach and plan	Struggles to describe strategic approach and plan	Fails to fully describe strategic approach and plan
Impact in the community – 25%	Competently showcases first steps in creating a community	Capably builds social media platforms to create a community	Struggles to build social media platforms to create a community	Fails to fully actualize social media platforms and strategic vision for approach
Technical – 20%	Competently shows the ability to use tools needed to build a community	Capably shows ability to use tools needed to build a community	Struggles to show ability to use tools needed to build a community	Fails to fully show ability to use tools needed to build a community

Gamification – 10%	Ranks highest of those in the class for their vision, plan and execution	Ranks in the middle of the class for their vision, plan and execution	Ranks in the bottom third of the class for their vision, plan and execution	Ranks in the bottom quarter of the class in explaining or portraying vision to the class

Final Presentation

For the final presentation, students will need to demonstrate the creation and growth of a personal brand, the vision for that brand and the strategic plan to bring to life a social community over the next three semesters. They must present their marketing plan, social media channels, and tool competency in Google Analytics, RSS, social media accounts, etc. This will be a video presentation lasting less than 5 minutes. Your classmates will watch and review videos.

Rubric

	100-90 Excellent	89-80 Good	79-70 Satisfactory	Less than 70 Unsatisfactory
Followers – 50%	Is in the top 10% of all students who have participated in the current course in terms of aggregate # of followers	Is in the top 20-30% of all students who have participated in the current course in terms of aggregate # of followers	Is in the top 30-40% of all students who have participated in the current course in terms of aggregate # of followers	Is in the bottom 60% of all students who have participated in the current course in terms of aggregate # of followers
Engagement – 40%	Is in the top 10% of students with the highest engagement rates on posts; engagement rate will be measured from three best performing posts (engagement = # of responses/size of community).	Is in the top 20-30% of students with the highest engagement rates on posts; engagement rate will be measured from three best performing posts (engagement = # of responses/size of community).	Is in the top 30-40% of students with the highest engagement rates on posts; engagement rate will be measured from three best performing posts (engagement = # of responses/size of community).	Is in the bottom 60% of students with the highest engagement rates on posts; engagement rate will be measured from three best performing posts (engagement = # of responses/size of community).
Gamification – 10%	Ranks highest of those in the class for their vision,	Ranks in the middle of the class for their vision, plan and execution	Ranks in the bottom third of the class for their vision, plan and execution	Ranks in the bottom quarter of the class in explaining or

	plan and execution			portraying vision to the class

University Policies

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565. University counseling services and mental health services:

> Counseling and Wellness resources
> http://www.counseling.ufl.edu/cwc/Default.aspx
> 352-392-1575

**Netiquette: Communication Courtesy:
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Class Demeanor:
Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Getting Help:
For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources
  http://www.counseling.ufl.edu/cwc/Default.aspx
  352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Course Evaluation:
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.
ACADEMIC HONESTY

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the

students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional 14 misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

Schedule

Course Introduction:
Course Introduction Video:

- Understand what is expected in the practicum program and this class in particular.
- Explanation of course requirements and assignments

Week One: Overview

Learning Objectives:
- Setting and understanding a vision: how to do it and why it matters.

Watch:
- Brown, Berne. "The Power of Vulnerability."

Required Readings:
- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing It Right.
- Zadra, Dan. Where Will You Be 5 Years from Today.

Week Two: Vision

Learning Objectives:
- Students will understand how to set a vision for their brand online.
- Students will be shown how having a vision helps to create a social media plan that works.
- Students will learn what it means to "start with why"

Watch:
- TED Talk: How great leaders inspire action
- Ted Radio Hour. "The Source of Creativity." (2015)

Recommended Readings:
- Urban, Tim. "Wait but Why: How and Why SpaceX Will Colonize Mars."
- Inc Staff. 8 Steps for Creating A Business Vision
- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing It Right. (Part 1)

Assignments:
- **Guided learning assignment**:

o Create a vision statement for your brand; show your: why, how, what framework.

Week Three: Storytelling

Learning Objectives:
- Students will understand how to transform from a vision to a brand story
- Students will create their own brand story

Watch:
- Stanton, Andrew: The Clues to A Great Story

Recommended Readings:
- The Best PR Advice You've Never Heard - from Facebook's Head of Tech Communications.
- King, Stephen. On Writing. Pages 140-181 (*Section On Writing 1- 6)*

Assignments:
- Community Topic:
  - Share the topic you will center your practicum around via email with the professor by midnight EST on the Friday of this week. Email must include: topic, synopsis and one sentence to one paragraph brand story.

Week Four: Planning

Learning Objectives:
- Students will create a broad strategic plan that supports their brand vision and storytelling framework.
- Students will learn other examples of people who have grown a community of online subscribers in various platforms so as to learn techniques for growing their own.

Recommended Readings:
- Textbook worksheet in Canvas.
- Restaurant blog offers food for thought
- O Pioneer Woman! The creation of a domestic idyll
- What People Get Wrong About PewDiePie, YouTube's Biggest Star

Assignments:
- **Guided learning assignment**: Complete worksheet one.

Week Five: Your Social Platforms

Learning Objectives:
- Students will be able to determine what social media platforms are relevant for their brand
- Students will understand what types of relevant content to post on these social media platforms.

Recommended Readings:
- Libby, Kristina. <u>You Don't Need Social Media Unless You Are Doing it Right.</u> (Part 2)

Assignments:
- Continue to work on building your brand using the proposed social channels.

Week Six: Midterm Evaluation - Strategic Plan

Learning Objectives:
- Deliver strategic plan for review
- Understand how big brands create and deliver on smart strategic social media plans.

Required Readings:
- None

Assignments:
- Continue working on the creation of your community

Week Seven: Measurement

Learning Objectives:
- Students will review various measurement tools
- Students will create a Google Analytics account and profile
- Students will create an account on at least one other measurement platform (i.e. Hootsuite, Tweetreach, etc.)

Recommended Readings:
- Improve your Analytics skills with free online courses from Google: https://analyticsacademy.withgoogle.com/explorer
- Google Analytics: https://www.youtube.com/user/googleanalytics
- The problem with sentiment analysis
- Social Media Analytics: Effective Tools for Building, Interpreting, and Using Metrics

Assignments:
- **Guided learning assignment**:
  - Create a Google Analytics account to run with your website and social platforms.
  - Update your plan to include measurement tools and relevant metrics

Week Eight: From Plan to Action

Learning Objectives:
- Students will understand how brands big and small bring their vision statements to life through creative content.
- Students will understand and see top examples from amongst their peers' social media plans.
- Students will understand what makes a great and differentiated website.

Recommended Readings:
- Creative Strategies in Social Media Marketing: An Exploratory Study of Branded Social Content and Consumer Engagement
- Lessons from Coca-Cola's Social Media Strategy: Cohesive Campaigns and Creative Content
- WIX: www.wix.com
- WordPress: www.wordpress.com
- 5 Steps to a Great Website

Assignments:
- **Guided learning assignment**: Create your website using an upgraded WordPress Account

Week Nine: Blogging and SEO

Learning Objectives:

- Students will review various blogging and SEO tools
- Students will create an RSS feed and a blog for their community

Recommended Readings:
- How to Create an RSS Feed: http://www.wikihow.com/Create-an-RSS-Feed

Assignments:
- **Guided learning assignment**:
  - Create your blog
  - Develop your SEO keywords

Week Ten: Creativity in Action

Learning Objectives:
- Students will review various case studies of creativity in action
- Students will understand what creative content looks like across various channels and how those channels can play and work together.

Required Readings:
- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing it Right. (Part 2 +3)
- Cameron, Julia. The Artist's Way. (Chapters 1-3)

Assignments:
- **Guided learning assignment**:
  - Discern the creative strategy you first bring to life in your community. Use this strategy to inform the direction of your final presentation.

Week Eleven: FINAL

Learning Objectives:
- Student will present and share their social media plans and platforms brought to life. The presentation will be made via video presentation and will be graded per the rubric described in the above section.

Watch:
- Final project presentation videos.

Required Readings:

- None

Assignments:
- **FINAL Projects due**

Week Twelve: Class Voting and Review

Learning Objectives:
- Students will review the coursework of others and assign a numeric value/review of their coursework.

Required Readings:
- Review the final presentations of other students. Your presentation in reviewing will be part of your gamification score.

Assignments:
- **Rate the final presentations of other students. Survey and rating card will be sent during this week for you to review.**

Disclaimer:
This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.