

## **SOCIAL MEDIA MANAGEMENT SYLLABUS MMC 6730 - SUMMER 2016**

### **COURSE INFORMATION**

Credits 03

**Weekly Live Office Hour:** Every Monday at 7:00 p.m. ET via Adobe Connect. This office hour is open to all students and will be recorded. Each office hour will also act as a week in review. Additional meeting times can also be set up by appointment. Contact the instructor at [jpreusz@jou.ufl.edu](mailto:jpreusz@jou.ufl.edu) for additional meeting times.

**Classroom URL:** <http://elearning.ufl.edu/>

### **INSTRUCTOR**

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Note—please use my [jpreusz@jou.ufl.edu](mailto:jpreusz@jou.ufl.edu) email address for all communication. Email is the quickest way to get a message to me as it hits my phone, which I always have with me! I will respond to all emails within 24 hours. Please only call my cell in cases of emergencies.

### **COURSE DESCRIPTION**

This course teaches students to use social media strategically to create value for a client or organization. An emphasis is placed on strategic collaboration, tactical execution, and measurement of social media efforts. Students will learn by doing in assignments focusing on social media post writing and publishing, management and measurement tools, a social media audit, an editorial calendar, a social media strategy and tactical plan, and crisis management. The course will cover blogs, Facebook, Twitter, Instagram, Pinterest, LinkedIn, and an array of niche social media platforms.

### **COURSE LEARNING OBJECTIVES**

By the end of this course, students will master the skills necessary to become successful social media managers. They will know how to:

- Identify the components of a strategic social media plan and effectively develop one that creates value for any organization
- Create engaging content for Facebook, Twitter, Instagram, LinkedIn, Pinterest, YouTube, and additional niche social media networks
- Evaluate which social media platforms are the most effective for a selected brand
- Identify the best tools to manage and measure the performance of social media content and campaigns
- Assess the critical issues social media managers face and how to handle crises

## **COURSE DESIGN**

This course will draw on professional real-life concepts and examples. It will address two different paths to social media management, including how to attract clients and manage your own social media business as well as how you can effectively manage social media as a professional in an organization.

For your final project, you will prepare a three-month social media plan for a brand you select at the beginning of the course. The brand you select could be the current company you work for or a company you wish to present your social media plan to after this class. You will present your social media plan to the instructor in a live presentation via Adobe Connect at the end of the course. The instructor will act as the head of marketing of your selected brand. The goal of the presentation will be to sell the ideas in your social media plan to the instructor/brand in order to win their business.

***It is highly recommended that you select a brand that you would have the best opportunity in real life to present your social media plan to after this course. This will provide a more rewarding experience. Although this is a recommendation, it is not required.***

Along with the social media plan, there will be class assignments and discussions to evaluate your knowledge of specific concepts relevant to social media management. Weekly lectures and reading materials will also be provided on the Canvas e-learning site.

### **This course will include the following:**

- Weekly pre-recorded video lectures posted to Canvas
- Live lectures on selected weeks during the course, which will be recorded and posted on Canvas after each live session is over
- Weekly readings reinforcing skills taught in the lectures as well as additional skills
- Weekly discussion posts where you can provide your reactions to the course material and apply the skills you learn
- Three assignments where you will complete key portions of a social media plan
- A detailed, three-month social media plan for your final project

### ***Online Class Requirements***

1. You will need an Internet connection to access this course, view the lectures, attend online class sessions, and complete your assignments.
2. You must be able to communicate with the instructor. Most communications can be done via email and the discussion board, but you may be asked to join Dropbox.com or Google Drive (both free online services) to share large files.

### **Required Textbook**

Schaffer, Neal (2013). *Maximize Your Social*. New Jersey: John Wiley & Sons.

## **Recommended Textbook**

Macarthy, Andrew (2015). *500 Social Media Marketing Tips: Essential Advice, Hints, and Strategy for Business: Facebook, Twitter, Pinterest, Google+, YouTube, Instagram, LinkedIn, and More!*

These books are also available as Amazon Kindle versions. Additional readings will be provided for each week of the course. Check the modules on the Canvas e-learning site for complete details on the readings assigned each week.

## **Sites to Follow**

In addition to the readings, it is also recommended that you frequently read news articles related to social media management weekly during the course to help keep you updated on the latest trends. You can find a list of recommended sites in Canvas.

## **Weekly Lectures**

There will be several video lectures posted each week of the course on Canvas. These lectures will cover class materials for each week. These lectures will vary in length depending on the topics being discussed. It is your responsibility to watch each lecture. The lectures will share information that you will need to successfully write your weekly discussion posts as well as complete class assignments.

## **Live Lectures**

Some of the weekly lectures will be live. Information on which weeks will be live can be found in each week's module in Canvas. Live lectures will take place during the live office hour on Monday at 7 p.m. ET on the week assigned. All live lectures will be recorded and posted to Canvas immediately after the lecture is over.

## **Discussion Posts**

Discussion is a key part of this course. You will be expected to watch the week's lecture, read the assigned readings, watch any videos listed in each weekly module, and actively participate in weekly discussion posts through the "Discussions" tab on the Canvas e-learning site. You will see in some weeks I will ask for a reaction to the course material. There will also be some weeks where you will have to respond to a question or series of questions that will require you to apply what you learned in the course material assigned for the week.

You will need to write a discussion post each week that is at least **300-500 words**. You will also include two questions at the end of your post. Questions should be included as a means to demonstrate how you believe the topic could have been expanded or where you believe the reading did not fully cover a given issue. These questions will also be used to provide classmates ideas for comments they may post in response to your discussion. **The questions are not part of the 300-500-word requirement.** Feel free to use any of the readings, videos, and the lecture as sources for your discussion post, but you are also encouraged to add additional research and insights to your posts.

***Weekly Discussion Posts are due by 11:59 p.m., ET, on Tuesdays.***

Weekly Discussion Posts are awarded 0-100 points according to the following levels of completion:

	<b>100-90 Excellent</b>	<b>89-80 Good</b>	<b>Less than 80 Unsatisfactory</b>
Topic – 30%	Competently describes and contextualizes subject matter of the lecture and readings	Capably describes subject matter of lecture and readings with some context	Fails to fully describe subject matter of lecture and reading or fails to contextualize it
Sourcing – 15%	Sources course readings and videos and when needed refers to additional outside materials	Demonstrates competence in sourcing course readings and videos	Subject is treated in a haphazard manner and sourcing is insufficient to sustain an argument
Relevance – 25%	Thoroughly cites own experiences or real life incidents to highlight learnings	Cites some relevant experiences or real life incidents to give additional context	Material is presented without real world relevance
Insight – 30%	Compelling, focused and persuasive views are offered	The focus of the discussion post falters at times, but the main point is clear	Point is unclear, either through misunderstanding or lack of focus

### **Weekly Discussion Post Comments**

Each week you will be asked to comment on at least two discussion posts by fellow students. **Each comment should be between 150-300 words.** To receive full credit, a comment must appear on a discussion post in Canvas by 11:59 p.m. ET on Friday of the week assigned.

Comments must add something of value to the conversation thread, i.e. be thought provoking, and not done simply to fulfill the grade requirement. While you may comment on the original post, you may also feel compelled to react to a comment made by another student which could further the discussion. The instructor will also be responding to discussion posts and will provide clarification and resources to keep the discussion active.

***Weekly Discussion Post Comments are due by 11:59 p.m., ET, on Fridays. You also need to respond to all comments in your discussion thread by 11:59 p.m., ET on Sundays.***

Weekly discussion post comments are awarded points of 0 – 100 according to the following levels completion:

	<b>100-90 Excellent</b>	<b>89-80 Good</b>	<b>Less than 80 Unsatisfactory</b>
Discussion – 50%	Comments enhance the learning experience by	Responds to the learning experience nearly fully,	Response does not enhance learning. It may include

	challenging the reading reaction or adding new perspectives. New questions may be posed. Replies are posted to all comments of the initial weekly discussion posts as well.	demonstrating a good understanding of what has been discussed.	recognition of the reaction post, but little else of value.
Relevance – 25%	Thoroughly cites own experiences or real life incidents to highlight learnings.	Cites some relevant experiences or real life incidents to give additional context.	No real world relevance provided.
Insight – 25%	Compelling, focused and persuasive views are offered.	The main point is clear.	Point is unclear, either through misunderstanding or lack of focus.

### Assignments

There are a total of three assignments during the 12-week semester. So, not all weeks will have assignments. It is your responsibility to know which weeks do and do not have a required assignment. You will be turning in all of your assignments via Canvas.

Specific details about each assignment are listed in the “Course Schedule” section in this syllabus. You will be using templates to complete some of the assignments. There will also be some writing assignments and a creative execution assignment that will test your skills.

The assignments in this course, include:

### Brand Selection & Rationale

**Due Date: May 16, 2016 by 11:59 p.m. ET**

Select a brand that will be the focus of your social media plan for the class. You have two options for your brand. You can select the company you work for OR a company that you wish to present your social media plan to after the class.

**Note: You must select a brand for your social media plan that has at least one existing social media channel.**

You must include the name of your brand and provide a brief rationale answering the following questions:

- The identity of your brand: Is it a company you work for or a company you wish to present your social media plan to after this class? Give a brief description of your brand as well.
- Why did you select this brand?

This assignment will need to be turned into the instructor via email at [jpreusz@jou.ufl.edu](mailto:jpreusz@jou.ufl.edu) by the assigned date listed above. It will not be graded, but you must receive approval from the instructor before working on any of the assignments in the course.

***Be sure to consult the client selection instructions as outlined in the Course Design section of this syllabus before working on this assignment.***

### **Assignment 1: Social Media Strategy and Tactical Plan**

**Due Date: June 3, 2016 by 11:59 p.m. ET**

Your Social Media Strategy and Tactical Plan will be the backbone of your social media plan. You will use a template provided in Canvas to fill out the following sections of your social media strategy:

**Your brand's goals and business objectives:** List 2-3 business goals and 5-7 business objectives that will help you accomplish those goals. The business objectives must follow the SMART approach as outlined in the template.

**Social media audit template:** Fill out the social media audit portion of the social media strategy template. **You must select a brand for your social media plan that has at least one existing social media channel.**

**SWOT analysis:** Using the SWOT table provided in the template, plot out the strengths, weaknesses, opportunities, and threats for your brand. Include these as bullet points and avoid writing long copy or paragraphs. Provide a brief 1-2 paragraph rationale for your SWOT Analysis that explains the strengths, weaknesses, opportunities, and threats more in-depth.

**Competitive analysis:** Compile a list of 3-5 main competitors for your selected brand. For each competitor, list which social media channels they are using. Include a brief paragraph that describes their content strategy. Consider the following questions as you create your response:

- What kind of posts are they publishing?
- What is unique about the content they are posting?
- Describe each competitor's engagement activity in terms of likes, comments, shares, retweets, etc. from what you are able to see on each channel (This can be a rough estimate).

**Target audience:** Based on the research you have conducted on your selected brand, briefly describe your brand's target audience in 1-2 short paragraphs. Include demographics (gender, age range, geographic location, etc.), and psychographics (interests, preferences, etc.). Use the buyer persona template to create 2-3 buyer personas that represent individuals of the target audience for your brand.

**Content platforms:** List which content platforms (blog, website, podcasts, webinars, etc.) you plan to use for the social media content of your brand. For each content management platform, provide a brief paragraph on how it will benefit your social media content. **You must select at least one content platform for your brand.**

**Social media channels and rationale:** Select at least three social media channels for your brand. For each social media channel you select, you will need to include a brief rationale explaining why it will help accomplish your brand's objectives and why you think it will effectively reach your brand's target audience.

**Tactical plan:** Your tactical plan will list and detail the tactics you will use to generate and convert leads, increase followers, and engage audiences for your selected brand. You must include a total of **8-10 tactics** from the list of tactics provided in Week 3's readings for this assignment. For each tactic, you will need to include a brief rationale as to why you plan to include that tactic in your social media strategy plan. You must also include a proposed budget for each tactic and provide a rationale of why that budget should be allocated to each tactic.

**Please use the template provided by the instructor in Canvas to make sure to not go over the page limit on this assignment. It will also help to make your social media plan easier to scan so when you do present it to the management of your brand, they will be able to review it quickly. Points will be docked if you do not use the template.**

*Note: There are many components to this assignment. It is recommended that you do not wait too late to start working on your social media strategy and tactical plan. This assignment will also be used for future assignments in the course.*

This assignment will need to be submitted via Canvas by the due date and time listed above.

## **Assignment 2: Content Strategy Plan & Editorial Calendar**

**Due Date: June 20, 2016 by 11:59 p.m. ET**

For this assignment, you will need to create a content strategy plan and a 30-day editorial calendar.

The content strategy plan will provide a general outline of the posts you will be publishing to the social media channels you selected in your social media strategy. The content strategy should be a one-page document in Microsoft Word that lists out the kind of posts you will do for your brand in a bullet-list format.

You will also be creating a 30-day social media editorial calendar, which will be a high-level overview of the types of posts you will be publishing using the content strategy plan you created as a guide. Use the following template to create your calendar:

<http://blog.hootsuite.com/social-media-templates/>. The template only contains a week's

worth of content, so you will need to copy and paste it three times over so you will have at least 30 days to plan.

For the editorial calendar, **outline at least five posts per week per channel for the 30 days**. Be mindful of each channel’s character counts for status updates. Be clear in identifying which network the content is for. You will not need to write 90 full posts. Just include an outline for each of these posts on the calendar.

*Note: Your calendar does not need contain any specific dates. This calendar will be used to show a sampling of the kind of posts you will do in a given month for your selected brand.*

This assignment will be turned into Canvas by the due date and time listed above.

Assignments 1 and 2 in this course are awarded points according to the following criteria:

	<b>100-90 Excellent</b>	<b>89-80 Good</b>	<b>Less than 80 Unsatisfactory</b>
Ideas 35%	Excels in responding to the assignment. Interesting, demonstrates sophistication of thought. The central idea is clearly communicated. Shows an understanding of the course material and critically evaluates sources and defines terms.	A solid paper, responding appropriately to assignment. Clearly states central idea, but may have minor lapses in development. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, but not always successfully.	Adequate but weaker and less effective, possibly responding less well to the assignment. Presents central idea in general terms. Usually does not acknowledge other views. Shows basic comprehension of source, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.
Organization & Coherence 25%	Uses a logical structure appropriate to paper’s subject, purpose and audience. Sophisticated transitional sentences often develop one idea from the previous one or identify other logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g. may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper’s central idea.	May list ideas or arrange them randomly rather than using any evident or logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic

			sentences, but may be overly general, and arrangement of sentences within paragraphs may lack coherence.
Support 20%	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince the audience.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.
Style 10%	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure is generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.
Mechanics 10%	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but it does not impede understanding.	Contains several mechanical errors, which may confuse the reader.

**Assignment 3: Social Media Content Examples for Your Brand**  
**Due Date: July 8, 2016 by 11:59 p.m. ET**

This assignment will require you to do at least **three creative executions for each of your selected social media channels**. You will need to use design tools as outlined in the course (Canva, Typorama, etc.) or use other tools you learned in previous courses in the

social media program (Photoshop, Illustrator, etc.) to create realistic social media posts. These creative executions will need to look like actual social media posts for your brand as much as possible.

This assignment will need to be submitted via Canvas by the due date and time listed above. It can be turned in as a Microsoft Word document or a PDF.

ASSIGNMENT 3 RUBRIC:

	<b>100-90 Excellent</b>	<b>89-80 Good</b>	<b>Less than 80 Unsatisfactory</b>
Craft 25%	Crafted excellently with obvious care and time put into presenting the posts in a clear and engaging way.	Executions presented clearly with some extra details to help further explain and sell the idea. There is room for improvement on the posts based on what was taught in the course material.	Ideas crafted poorly with little to no time or thought put into creating a clear presentation of ideas.
Creativity/ Originality 35%	Exceptional creativity. The idea is fantastic! It feels fresh, exciting and will make most social media managers jealous.	Acceptable creativity. Idea feels new and exciting, but it may have been executed before. The posts overall are still great ideas, but need some tweaking to make them even more creative.	The posts are lacking creativity. The ideas in the posts have been used by a lot of brands.
Applicable 20%	Ideas have an obvious and appropriate voice that breathes life into the executions. The work could be implemented today on social media immediately.	Ideas are executable, but lack a clear and appropriate brand voice.	Ideas do not fit within the capability of the medium and/or lack a clear and appropriate brand voice.
Shareable 10%	The content examples appear to be engaging enough that they have a high possibility of being shared by many people on social media if posted live. Includes an attractive image that catches the eye	There are parts of the content examples that appear shareable, but some work is still needed to make the content more engaging.	Significant changes are needed to make the content examples more shareable. The content examples show a lack of understanding of the principles taught in the course to create

	and text that motivates people to share.		shareable and engaging content.
Mechanics 10%	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but it does not impede understanding.	Contains several mechanical errors, which may confuse the reader.

## FINAL PROJECT: 3-MONTH SOCIAL MEDIA PLAN

### Due Dates:

Social Media Plan in Microsoft Word Due: Wednesday, July 20, 2016, by 11:59 p.m. ET

Live Presentation PowerPoint Due: Wednesday, July 20, 2016, by 11:59 p.m. ET

Live Presentation Dates: July 21, 23, 25, 26

### Summary

Your final project for this course will require you to create a three-month social media plan in a Microsoft Word document and as a final presentation in PowerPoint. Your word document will include your full social media plan using Assignments 1-3 in this course as well as identifying the tools you need for your plan, a budget of your proposed social media efforts, and a detailed campaign designed to attract more followers and increase engagement.

**You will present your social media plan to the instructor via PowerPoint live during week 11 of the course via Adobe Connect.**

Below are the details of when the social media plan is due as well as times for the live presentations.

### Written Final Project Details

Your social media plan will be for the first three months for your selected brand. The start date of the plan should reflect your understanding of the brand and when you would like them to implement your plan. ***You are not expected to create three months worth of individual social media posts as it is an industry best practice to not schedule content out more than a month in advance in order to keep content relevant.***

You will turn in a Microsoft Word document of your social media plan with the following items no later than **Wednesday, July 20, 2016 by 11:59 p.m. EST:**

- Executive summary: Provide an overview of your social media plan as well as its main selling points. Treat this page as if it will be the only page your brand will see.
- Table of contents: Provide page numbers for all sections in your social media plan.
- Assignment 1: Social media strategy and tactical plan

- Assignment 2: Content strategy plan and 30-day editorial calendar
- Assignment 3: Social media posts for your client
- List at least **one social media management tool and one social media analytics tool** and a brief rationale as to why you are selecting each one for your selected brand
- **Detailed social media campaign:** The campaign can be any one of the campaign examples presented in the Social Media Lead Generation and Conversion module of this course. Describe the objectives for the campaign, outline the tools you'll need to make it successful, and propose a budget that will be needed to fund your campaign.
- **Budget for your social media plan:** Based on the understanding of your client and the budget you created for your tactics in Assignment 1, you will create a budget for all of your social media efforts. Include the individual costs for all of your tactics, your proposed social media campaign and social media tools. Include the total cost of all of your efforts as the bottom line in the budget.
- **Write a conclusion providing your final sales pitch for your brand to motivate them to buy off on your social media plan.** Include the ROI of your plan, the total proposed budget amount for your tactics, tools, and campaign, and why that budget should be allocated to social media.

### **Final Project Live Presentation Details**

You will present your social media plan to your instructor during your scheduled time between July 21 and July 26. See the "Final Live Presentations" section below for a list of dates and times.

### **Final Live Presentations**

Final presentations to the course instructor will occur during the following dates and times:

Thursday, July 21, 2016: 7 p.m. – 9 p.m. ET  
 Saturday, July 23, 2016: 11 a.m. – 2 p.m. ET  
 Monday, July 25, 2016: 7 p.m. – 8 p.m. ET  
 Tuesday, July 26, 2016: 7 p.m. – 8 p.m. ET

***Note: Students will need to sign up for one of these dates and times by signing up for a time on the Final Presentation Sign-Up Sheet in Canvas no later than Friday, July 1.***

**Your live final presentation must include a PowerPoint. Requirements include:**

- 7 slide minimum, 10 slide maximum
- Time limit: 7-10 minutes
- Clearly outline the presentation in correspondence with the structure outlined below

### **Structure of the Presentation:**

- Goals and objectives (1 slide)
- Key findings from your social media audit and competitive analysis (1 slide)

- Outline each social media channel you selected for the plan and a brief rationale for each (1 slide)
- Social media tactical plan outlining the efforts your brand will use to generate leads and engage audiences (1 slide)
- Outline of content strategy and content marketing tools (1 slide)
- Outline the tools your team will use for social media management and analytics purposes and a rationale for each one (1 slide)
- Brief description of your social media campaign (1 slide)
- **Sales pitch:** Be sure to provide 1 slide including your final sales pitch to the head of marketing of your proposed brand (the instructor for this course). Include the ROI of your plan, a total proposed budget amount for your tactics and campaign, and why that budget should be allocated to social media. The instructor may challenge you with questions at the end of the presentation so you will need to be prepared to defend your plan. The instructor may or not ask questions based on how well your sales pitch is at the end of your presentation. If any questions are asked, additional time will be added to your presentation without penalty (1 slide).

**Your PowerPoint must be uploaded to Canvas no later than Wednesday, July 20, 2016, by 11:59 p.m. ET.** This will allow you to give your final presentation to the instructor before the last week of the course and will also enable you to receive feedback from the instructor before the last day of class.

FINAL PROJECT IN MICROSOFT WORD RUBRIC:

	<b>100-90 Excellent</b>	<b>89-90 Good</b>	<b>Less than 80 Unsatisfactory</b>
Ideas 20%	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea is clearly communicated, and worth developing. Understands and critically evaluates sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states central idea, but may have minor lapses in development. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents the central idea in general terms. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.
Organization & Coherence 15%	Uses a logical structure appropriate to paper's subject, purpose, and audience.	Shows a logical progression of ideas and uses fairly sophisticated	May list ideas or arrange them randomly rather than using any evident

	Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.	logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.
Support 10%	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.
Creativity 35%	Content developed for the editorial calendar and social media posts are relevant and engaging. It is evident that the student has a strong command of the native language of each social media platform and is capable of delivering creative and engaging content for the brand.	Content developed for the editorial calendar and social media posts are relevant, but less engaging. The student still shows a strong command of the native language. The content is straightforward and appropriately represents the brand. However, it is not engaging and lacks the "shareability" factor.	Content developed for the editorial calendar and social media posts are not relevant or engaging. The student does not show a command of the native language of each social media platform.

Style 10%	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure is generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.
Mechanics 10%	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.

FINAL PROJECT PRESENTATION RUBRIC:

Category	100-90 Excellent	89-80 Good	Less Than 80 Unsatisfactory
Organization 15%	<p>The presentation shows understanding of the target audience of selected brand and is tailored to the head of marketing of that brand.</p> <p>Information is presented in a logical sequence.</p> <p>Presentation demonstrates understanding of lectures and reading materials in the course.</p>	<p>The presentation shows some understanding of the target audience and selected brand, but goes off in tangents and/or is not focused.</p> <p>Information is presented in a more random, but still somewhat logical sequence.</p> <p>Presentation demonstrates some understanding of lectures and reading materials in the course, but lacks full understanding.</p>	<p>The presentation does not show an understanding of the target audience and selected brand.</p> <p>Information is not presented in a logical sequence.</p> <p>Presentation demonstrates a lack of understanding of lectures and reading materials in the course.</p>
Content 45%	Introduction is attention getting, identifies the client's needs, and establishes a	Introduction grabs some attention and identifies some or basic needs of the client. The	The introduction does not fully grab the attention of the audience, does not identify relevant

	<p>framework for the rest of the presentation.</p> <p>Technical terms are well defined in language appropriate for the head of marketing of the student's selected brand.</p> <p>Presentation contains accurate information.</p> <p>Material included is relevant to the overall message/purpose.</p> <p>Appropriate amount of material is prepared, and points made reflect their relative importance.</p> <p>The student provides a convincing sales pitch at the end of the presentation summarizing the ROI of the social media plan, a total proposed budget amount for tactics, and why that budget should be allocated to social media.</p>	<p>introduction generally establishes a framework for the rest of the presentation.</p> <p>Some technical terms are defined appropriately, however some may not be clear or defined well.</p> <p>Presentation contains accurate information, but there may be some ideas not backed by research or that are not considered good social media practice.</p> <p>Some material is relevant, but some material does not support the overall message/purpose.</p> <p>The presentation includes most of the amount of material prepared, but may be missing some components.</p> <p>The sales pitch at the end is a little convincing, but does not sell it enough to management to buy off on the plan. The SVP of marketing may or may not approve of the plan according to the way it is presented.</p>	<p>needs of the client, and fails to establish the most effective framework for the rest of the presentation.</p> <p>Technical terms are generally not well defined in language that is appropriate for the head of marketing.</p> <p>Presentation generally contains information that is not accurate and is not backed by research. Some ideas presented may not be considered good social media practice.</p> <p>The material presented is generally not supportive of the overall message/purpose.</p> <p>The presentation is lacking enough material and is missing too many of the required components.</p> <p>The sales pitch at the end of the presentation fails to convince the head of marketing to approve of the plan. The presentation may not include enough information for the head of marketing to make the decision to buy into the plan.</p>
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<p>Presentation 40%</p>	<p>Speaker uses a clear, audible voice.</p> <p>Speaker maintains good eye contact with the audience and is appropriately animated (e.g. gestures, moving around, etc.)</p> <p>Delivery is poised, controlled and smooth.</p> <p>Good language skills and pronunciation are used.</p> <p>Presentation slides are well prepared, informative, and not distracting with more of a visual focus.</p> <p>Length of presentation is 5-7 minutes.</p> <p>Information is well communicated.</p>	<p>Speaker uses a clear, audible voice at times, but other times may speak too fast or be hard to hear.</p> <p>Speaker generally makes good eye contact, but relies more on notes rather than on the audience. The speaker is also not as animated.</p> <p>Delivery at times is poised, controlled, and smooth, and at other times is not.</p> <p>Speaker generally uses good language skills and pronunciation, but some words may be hard to hear or understand.</p> <p>Some presentation slides are well prepared, informative, and not distracting, but others may contain too much text and/or have distracting design.</p> <p>Presentation is slightly shorter or a little bit longer than the required time length.</p> <p>Some parts of the presentation are well communicated, while other parts are not as clear.</p>	<p>Speaker generally does not use a clear, and audible voice.</p> <p>Speaker may use some eye contact, but relies heavily on notes or is looking elsewhere than at the head of marketing they are presenting to.</p> <p>Delivery is generally not controlled and smooth.</p> <p>Many words throughout the presentation are not pronounced well. Words are generally hard to hear and understand.</p> <p>Presentation slides are generally not well prepared, lack enough information, and may contain too much text and have distracting design.</p> <p>Presentation is under or over the required time limit by two minutes or more.</p> <p>The presentation is generally not well communicated and is not clear in many areas.</p>
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**Social Media Templates**

To save you time, consider using some or all of these [Social Media Templates](#).

**Announcements tab in Canvas shell**

Be sure to check the Announcements tab in the Canvas shell regularly for information on class assignments, changes and other class information. In addition, important information (but not all Announcements) will be sent via email when it is posted in this tab.

## Grading

Your work will be evaluated in the course according to the following distribution:

Discussion Posts	20%
Discussion Post Comments	10%
Assignments	40%
Final Project	30%
TOTAL	100%

Grades will be determined as follows:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	60-66%
E	0-59%

Note: I round when assigning grades. When the grade falls at a .5 or above, I will round it up.

## Grading policy

General University policies regarding grades can be found at:

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

## Late Work and Make Up Policy

Work in the class must be turned in on time to receive full credit. Late work can only receive full credit in extreme circumstances (i.e. family emergencies). If you anticipate not making a project deadline due to any emergency, please contact the instructor as soon as possible via email at [jpreusz@jou.ufl.edu](mailto:jpreusz@jou.ufl.edu).

Late work will be docked the following points:

- Less than an hour late 05 points off
- 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

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies and can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## 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:

**\*\*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](mailto: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 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.

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## **COURSE SCHEDULE**

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**READ THIS FIRST:** Consult each week's module in the online course on Canvas for recorded or live lecture information, a complete list of readings, tools, assignment details, and discussion post requirements. It is your responsibility to frequently log into to Canvas and to stay on top of the course material.

Recorded lectures will be posted weekly and should be watched before the initial discussion post is published live on Canvas. Some weeks will have live lectures instead of a recorded lecture. Check each week's module on Canvas to see when live lectures will be offered.

**Note: Watch the Course Introduction and Syllabus Lecture before starting Week 1.**

### **WEEKLY TASKS DUE DATES**

Discussion Posts: Tuesday by 11:59 p.m., ET

Discussion Post Comments: Friday by 11:59 p.m., ET

Respond to All Comments in Your Discussion Post Thread Due: Sunday by 11:59 p.m. ET

### **ASSIGNMENT DUE DATES**

Brand Selection & Rationale Due: May 16, 2016 by 11:59 p.m. ET

Assignment 1 - Social Media Strategy and Tactical Plan: June 3, 2016 by 11:59 p.m. ET

Assignment 2 - Content Strategy Plan & Editorial Calendar: June 20, 2016 by 11:59 p.m. ET

Assignment 3 - Social Media Content Examples: July 8, 2016 by 11:59 p.m. ET

Final Project in Microsoft Word Due: Wednesday, July 20, 2016 by 11:59 p.m. ET

Final Project in PowerPoint Due: Wednesday, July 20, 2016 by 11:59 p.m. ET

Final Presentations to the instructor will take place during July 21, 23, 25, 26

## WEEKLY SCHEDULE

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### **WEEK ONE: May 9 - 15, 2016**

#### **Intro to Social Media Management**

In the first week of this course, we will provide an overview of social media management including the skills and roles of social media managers, best strategies to find new clients/brands in need of social media services, and tips on how to effectively work with a client/brand. We will also discuss the steps to building a successful social media plan.

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### **WEEK TWO: May 16 - 22, 2016**

#### **Auditing Your Social Media Program**

Before working on and executing a social media plan, a social media manager must conduct an audit of the existing social media channels of the brand they represent. We will discuss the components of a social media audit, how to conduct a competitive analysis, and how to properly analyze your target audience.

**Reminder:** Your Brand Selection & Rationale is due on May 16 of this week. Consult the Brand Selection & Rationale section of this syllabus for more information.

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### **WEEK THREE: May 23 - 29, 2016**

#### **Social Media Strategy & Tactics**

A social media strategy is crucial to the success of any social media manager. We will discuss the components of a social media strategy including goals, objectives, and selecting social media channels. We will also cover tactics and how they can help increase engagement and followers on social media. Creating a budget to cover the costs of each tactic will be addressed.

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### **WEEK FOUR: May 30 – June 5, 2016**

#### **Social Media Management & Organization Tools**

Before executing a social media plan, a social media manager must be aware of the tools to manage and organize their work. We will discuss how to effectively leverage tools to schedule social media posts, create engaging content, measure your progress, and more.

**Reminder:** Assignment 1 – Social Media Strategy and Tactical Plan is due on June 3 this week in Canvas. Please consult the “Assignments” section of this syllabus and on Canvas for more information.

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**WEEK FIVE: June 6 - 12, 2016****Content Management**

During this week of the course, we will discuss the various content platforms that are available for social media managers to leverage for social media content. These platforms include blogs, webinars, videos (YouTube), podcasts, and websites. We will also discuss how social media managers can create a content strategy and an editorial calendar so they can effectively manage their content. The best types of content for social media will also be discussed.

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**WEEK SIX: June 13 - 19, 2016****Content Creation**

A crucial part of being a successful social media manager is to know how to create content that will engage the masses. We will discuss strategies, tips, and tools to make your content appeal to your target audience. Best practices for social media post writing, imagery, and branding for each social media channel will also be discussed.

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**WEEK SEVEN: June 20 - 26, 2016****Social Media ROI: Analytics and Reporting**

In this week of the course, we will discuss the ROI of social media, metrics that matter most to social media managers, how to generate a report showing social media analytics, and how to effectively sell your social media plan to senior management.

**Reminder:** Assignment 2 is due on June 20 this week in Canvas. Please consult the “Assignments” section of this syllabus and on Canvas for more information.

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**WEEK EIGHT: June 27 - July 3, 2016****Social Media Lead Generation & Conversion**

In this week, we will discuss how you can generate leads and convert those leads via social media. Topics such as gated content, call-to-action (CTA), promotion codes, Facebook tabs, social media campaigns, and social media advertising channels will be discussed.

**Reminder:** Make sure you sign-up for a time slot on “Final Presentation Sign-Up Sheet” in Canvas no later than Friday, July 1 this week.

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**WEEK NINE: July 4 – 10, 2016**  
**Maximizing Your Visibility: Social Media & SEO**

In this week, we will discuss how you can maximize the visibility of your social media content by effectively optimizing your social media channels. Important SEO topics such as integrating social media with other marketing channels, making images the proper sizes, social media buttons and icons, keywords, and link building will be addressed.

Reminder: Assignment 3 is due on July 8 this week in Canvas. Please consult the “Assignments” section of this syllabus and on Canvas for more information.

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**WEEK TEN: July 11-17, 2016**  
**Community Management**

Every social media manager needs to know how to be a good community manager. This includes monitoring social media posts, listening to customers, responding to comments both negative and positive, and reaching out to key influencers and turning them into social media brand ambassadors.

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**WEEK ELEVEN: July 18 – 24, 2016**  
**Social Media Crisis Management**

A social media crisis can be damaging for a brand. We will look at some case studies of brands that handled crises effectively and those that handled them poorly and the consequences of not responding appropriately. We will discuss how to create a social media crisis management plan and a social media policy to help avoid crises and to have a plan of action in case they do happen.

**Your final project will be due this week. Consult the following final project due dates:**

Final Project in Microsoft Word Due: Wednesday, July 20, 2016 by 11:59 p.m. ET

Final Project in PowerPoint Due: Wednesday, July 20, 2016 by 11:59 p.m. ET

Final Presentations will take place during July 21, 23, 25, 26. You will present during the time you signed up for on the “Final Presentation Sign-Up Sheet” in Canvas.

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**WEEK TWELVE: July 25 – 31, 2016**  
**The Future of Social Media Management**

In this last week of the course, we will discuss the future evolution of social media and how emerging technologies such as geo-location, wearable tech, big data, and more will impact how people share and communicate online. We will also discuss how social media

managers can effectively stay on top of the latest social media trends and channel updates and how to continually innovate their strategies.

***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.*