

MMC 6936 – Content Marketing

Instructor: Bridget Grogan

Office Hours: Mondays 1:00-3:00 and by appointment

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Purpose of Course:

This course will teach students the skills to be content marketers. What is content marketing? Photos, words, audio, and video—anything and everything you create to help tell the story of and promote your product or company, often online. This course will walk students through the what, why and how of content marketing and how to begin to define a marketing strategy.

Topics include:

- Forming a Mission Statement
- Deciding How You'll Use Content Marketing
- Selecting a Niche
- Identifying Students' Unique Propositions
- Identifying a Target Audience
- Naming Primary and Lower-Level Goals
- Forming a Core Message and Secondary Messages
- Establishing an Online Footprint, Starting with a Blog
- Writing for the Web
- Performing a Competitive Analysis
- Using an Editorial Calendar
- Understanding the Importance of Images, Audio, and Video
- Collecting Content Ideas
- Setting Up Google Alerts
- Setting Up an RSS Feed
- Using Google for Ideas
- Performing Keyword Searches to Generate Ideas
- Brainstorming and Mind Mapping
- Generating Ideas Using Social Media
- Generating Ideas by Newsjacking
- Building Your Brand
- Using Professional Profile Photos
- How to Manage Clients

Learning Outcomes: Students will be able to:

Write a mission statement for a content marketing plan.

Identify a target audience and select a niche.

Set content marketing goals for a company or organization.

Establish an online footprint or brand using a blog

Write targeted messages and stories for their brand or product

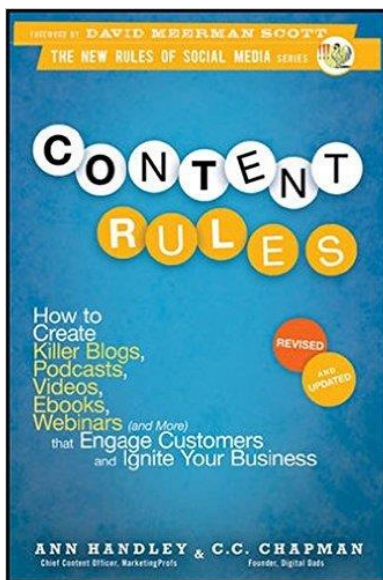
Use an editorial calendar

Brainstorm and mind map ideas and content

Generate story, brand and marketing ideas via various best practices

Assess the effectiveness of others' content marketing efforts

Required Materials:

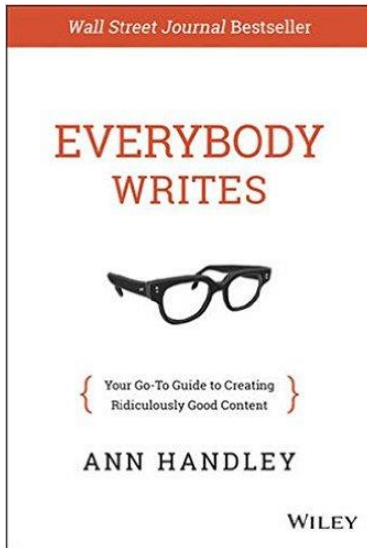


Text 1: Handley, Ann and Chapman, CC (2012), *Content Rules: How to Create Killer Blogs, Podcasts, Videos, EBooks, Webinars, (and more) That Engage Customers and Ignite Your Business*

7th Ed. John Wiley & Sons, Inc.

ISBN-10: 1118232607

ISBN-13: 978-1118232606



Text 2: Handley, Ann (2014), *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content*, 1 edition, John Wiley & Sons, Inc.

ISBN-10: 1118905555

ISBN-13: 978-1118905555

Assignments and Evaluation:

Quizzes	30%
Class Participation	10%
Midterm Project	20%
Final Project	40%

*Attendance: 10 points deducted from final overall score per absence.

Quiz Schedule:

Quiz 1 – Monday, January 23
Content Rules – Chapters 1, 2, 3
Everybody Writes – pages 1 - 53

Quiz 2 – Monday, January 30
Content Rules – Chapters 4, 5
Everybody Writes – pages 54 - 87

Quiz 3 – Monday, February 6
Content Rules – Chapters 6, 7, 8
Everybody Writes – pages 89 - 119

Quiz 4 – Monday, February 13
Content Rules – Chapters 9,10,11
Everybody Writes – pages 121 - 161

Quiz 5 – Monday, February 20
Content Rules – Chapters 12, 13, 14, 15
Everybody Writes – pages 162 - 201

Quiz 6 – Monday, February 27
Content Rules – Chapters 16, 17, 18, 19, 20
Everybody Writes – pages 202 - 243

Quiz 7 – Monday, March 13
Content Rules – Chapters 21 through 29
Everybody Writes – pages 244 - 275

Midterm Project: – Due Date: March 13th

Content Marketing Presentation and Written Review: Students will find an example of a web-based content marketing effort for a company, product, service or non-profit organization to present to the class. This example will include a blog and a variety of social media efforts. Photography, video, podcasts, newsletters and/or tutorials and guides may also be elements of the content marketing effort.

Students will create a 15-minute presentation that will identify and assess the effectiveness of the following:

The Mission Statement
The Primary Goals
The Core Message and Two Secondary Messages
The Target Audience/Niche
Customer Benefits
The Unique Proposition
Slogans and Taglines
The Publication Schedule

Students will turn in a written review of the content marketing effort that they chose to present and critique. The written review will include an assessment of the factors listed above as well as a critique of the overall effectiveness of the content marketing effort. They will answer the question "What could have been done differently to improve the effectiveness of the effort?"

Final Project: – Due Date: April 17

Students will work in teams to create a content marketing plan for a company, product, service, non-profit organization or for their Capstone Project. The plan could be created for an existing entity or for an entity created by the team. The content marketing plan will include, but is not limited to:

At least 8 blogposts

At least 12 tweets

At least 6 Instagram posts

At least 8 Facebook posts

At least two LinkedIn posts

At least two charts or graphic elements or one interactive element

A plan for one hangout or live meetup

The student's portfolio will also include the Objectives Worksheet and Target Audience Worksheet that were developed in class.

Weekly lecture plan:

Week 1 (Jan. 9): Syllabus Review
Content Marketing Review
Portfolio Work – Discuss and Select Clients/Teams

Week 2 (Jan. 23): Quiz 1
Discussion of students' client decisions
Simon Sinek TED Talk
Objectives Worksheet

Week 3 (Jan. 30): Quiz 2
Content Marketing vs. Native Advertising
Content marketing Done Well
Target Audience Worksheet

Week 4 (Feb 6): Quiz 3
Content Marketing Examples
Target Audience Worksheet Continued

Week 5 (Feb. 13): Quiz 4
How Poler Built an Empire Through #CampVibes and Instagram
Other Content Marketing Examples
Technology and Content Marketing Worksheet

Week 6 (Feb. 20): Quiz 5
The Ten Elements of Content That Sticks
Lowe's Content Marketing Efforts
Generating Content Ideas

Week 7 (Feb. 27): Quiz 6
Building Your Brand
Virgin Airways
Tools for Content Creation and more...

Week 8 (March 13): Quiz 7
Mid-Term Project Presentations

Week 9 (March 20): Mid-Term Project Presentations

Week 10 (March 27): Supervised work on final projects

Week 11 (April 3): Supervised work on final projects

Week 12 (April 10): Supervised work on final projects

Week 13 (April 17): Final Projects Due, Final Project Presentations

Grade Scale:

The UF grading policy can be found in the undergraduate catalog [online](#).

	Percent		Percent		Percent		Percent
A	100-93%	B	86-83%	C	76-73%	D	66-63%

A-	92-90%	B-	82-80%	C-	72-70%	D-	62-60%
B+	89-87%	C+	79-77%	D+	69-67%		

Attendance

Attendance is mandatory. Anyone coming late (after a 5-minute grace period) loses a half-letter grade for the course. Coming in late is extremely disruptive. Anyone who misses a class loses a full letter grade for the course. Exceptions can be made for illness, family emergencies, jury duty or military service. All of these require documentation in order to not lose a letter grade in the course.

Academic Integrity

University of Florida students pledge to abide by an [honor code](#) prohibits academic dishonesty such as fabrication, plagiarism and cheating. You have an affirmative obligation to understand what constitutes academic dishonesty. You also must report to appropriate personnel any condition that facilitates academic misconduct. If you have any questions or concerns, please contact me.

When I discover cheating, my default policy is to fail all involved for the entire course and report the details to the Dean of Students Office.

Students with Disabilities

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to me when requesting accommodation. Please request that accommodation and letter in the spring, before we depart.

Help With Coping

The UF [Counseling and Wellness Center](#) is a terrific, free resource for any student who could use help managing stress or coping with life. The center, at 3190 Radio Road on campus, is open for appointments and emergency walk-ins from 8 a.m. to 5 p.m. Monday through Friday. To make an appointment or receive after-hours assistance, call 352-392-1575. If you need assistance while we're in Europe, call on any faculty member or AIFS staff member.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online [evaluations](#). You will be notified by email when the evaluations are open, near the end of Summer C. Summary [results](#) are available to you and the public.

Student Complaint Process

Students who have complaints about any course can use the links below for information about filing a complaint:

Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

Online Course: <http://www.distance.ufl.edu/student-complaint-process>