Advanced Metrics in Social Media
MMC6936

Spring 2017

Instructors

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Contact

Email is the best way to contact the instructors of this course. Students are encouraged to send all emails to both instructors to ensure that at least one will respond within 24 hours. Additionally, there is an open Q&A Discussion Board in Canvas where you should pose general questions that you feel other students may benefit from, especially as they relate to lectures and assignments.

Office Hours:

You may contact either of the instructors at any time with questions via any of the means listed above. We will make every effort possible to meet with you at the most convenient time possible, whether that be on evenings or weekends. Please allow up to 24 hours for email replies.

Instructor Bios:

Jared Preusz, MS, has been teaching at the University of Florida since August 2015 and currently works as a Web Content Manager for a Florida-based company, Digital Media Solutions. He is also a social media consultant for a variety of high profile clients as well as small businesses. In addition to this course, he currently teaches MMC 6730, Social Media Management, at the University of Florida. Professor Preusz brings real-world experience to MMC 6936 in subjects such as social media ROI, paid media/advertising, SEO, social media management, lead generation, and web analytics. He currently resides in Salt Lake City with his wife Janel, and 3-year-old son, Tommy.

Allis Cass is a Sr. Analyst working across social, web, survey, and email data. She has worked with Fortune 500 companies across the country including, but not limited to, the following: NBC Sports, Sunday Night Football, Apple iTunes, UPS, Nike Women, TaxSlayer and Coca-Cola. Currently, she works in Atlanta at Moxie, a full-service advertising agency within the Publicis Media Groupe. Professor Cass brings real-world experience and client examples to the Advanced Metrics course in subjects such as native social and web analytics, benchmarking and forecasting, measurement planning and social listening. She has been teaching MMC 6727, Social Media Metrics and Evaluation, at The University of Florida since Fall 2014.

Course Website and Login

Your course is Canvas (UF e-Learning). Go to http://elearning.ufl.edu/. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. On your first time logging into the course, you may have to click **All Courses** to find it depending on how many courses you have taken at UF.

Contact UF Helpdesk http://helpdesk.ufl.edu/ (352) 392-HELP (4357) if you have any trouble with accessing your course.

Course Description:

This course provides students with the skills necessary to organize, measure, hypothesize, question, and act on web and social media data. Sources of the data will include web and social analytics, lead generation metrics, search data (SEO metrics), social media optimization, social listening using actionable tools, social media ROI, and paid and earned social media. Students will apply the skills they learn to create an advanced web and social media metrics and evaluation plan for a chosen client. This plan will be designed to evaluate and establish high-quality, data-driven metrics that a client can use to create actionable results. Students will also learn how to interpret metrics as well as results for the management personnel of a client.

All students who enroll in this course must have previously completed the MMC 6727 - Social Media Metrics & Evaluation course with a passing grade. This skills learned in MMC 6727 will provide a foundational skill set that students can take to the next level in this course by working on assignments focusing on benchmarking and forecasting, social media ROI, lead generation, listening, and paid and earned social media.

Course Objectives:

By the end of this course, students will:

- Analyze web traffic as it relates to social media to understand how much traffic social drives
- Identify the principles of SEO and apply them to optimize web and social media efforts
- Establish social benchmarks and confidently set goals based on forecasting
- Explain how to use current web analytics tools and SEO to deliver social media ROI
- Write Boolean queries for social listening research; complete social listening briefs
- Conduct social listening research and compile findings in a cohesive report
- Create a measurement plan that outlines a path for success on social for brands
- Confidently present and deliver web and social analytics findings to management personnel, especially those that may not be familiar with the subject matter
- Analyze the strengths and weaknesses of social media channels as advertising mediums and create a social media buying plan that makes the most sense for a client
- Work as a team to bring underlying components of an advanced web and social media metrics and evaluation plan to one final project, which will be presented live

Course Expectations:

This 12-week course will require an extensive amount of individual as well as group work. The course instructors will select the groups during week 1. Additional information on group work is provided on Canvas. Some assignments will require both individual work and group work. There will also be several

assignments that will require the entire group to work together to accomplish certain tasks. During week 1, each group will select a client that will be the focus of their efforts in the course. The client can be a company a student in the group is currently working for or a company that a student in the group has a close connection with. The client could also be an organization that you and your group can realistically present to after this course. If the client is a company that a student in a group works for, the work they do in the course must be outside their normal work duties. Working with a client will provide a real-world opportunity for the students to master their skills and apply them to a Final Project - an advanced web and social metrics and evaluation plan for a chosen client. This plan will be presented to the instructors during week 12 of the semester.

Students will watch recorded video lectures as well as complete course assignments (quizzes, discussions, required readings, etc.) each week. Students will apply what they learn in a weekly quiz, discussion post and/or assignment provided on Canvas. See the course schedule at the end of this syllabus to know which weeks will require a quiz and which ones will require a discussion post or assignment. The schedule also denotes when the assignment is group work or individual work.

All students are expected to complete work on time and participate in class material and discussions in a professional manner, while respecting the instructors and fellow students. These discussions are not limited to the Canvas shell, but all platforms that involve coursework.

Ownership Education:

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread (Discussion Board) where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student, which limits the rest of the class from gaining this knowledge.

Group Work:

Group work is a major component of this course. Social media metrics and analytics projects in the workplace will require social media professionals to work with others constantly on multiple projects, sometimes simultaneously. Because of this, group work in this course will provide a real-world experience that will prepare students for data-driven social media careers.

During week 1, instructors will divide the class into groups based on submitted profile surveys in order to ensure a mix of professional skill sets and preferences across all teams. These groups will work together throughout the semester as noted in the course schedule of this syllabus and the weekly course materials in Canvas. Some assignments will be submitted individually, while others will be submitted as a group. The Final Project will require collaborative work among all group members especially as each member will be responsible for presenting a portion of the project during the live presentation. Each member will fill out a confidential peer evaluation sheet for all group members and the aggregate results of the evaluation will count toward 10% of final project grade.

Group Overview:

All group members are expected to be respectful and considerate of others. Each group member is expected to contribute to every project during the semester. You should have a weekly meeting with each of your group members to discuss assignments, projects, and delegate tasks. If there are major issues, let the instructors know.

Group Contract:

All students must complete a group contract with fellow members of their assigned team. The contract is designed to be a binding agreement of how the team plans to communicate and treat each other during the semester**. The contract will be housed on Canvas and must be signed, scanned, and submitted in the Assignments section by Sunday, during week 1.** All team members are expected to sign the document once terms are agreed upon. Each contract must then be scanned and sent in on Canvas.

Group Communication:

Each group will use the "Skype" messaging and video calling app for this course. It is available as an app and through a web browser. During the first week of the course, meet as a group on Skype as soon as possible either via messaging or a video call. Both messaging and video calling as a group are free. You will also be able to share links and files, and coordinate with all group members at any time throughout the course. This will help all group members be informed of exactly the things that will need to be completed each week and to keep track of progress.

To set up Skype, you will need to download it the app by visiting this site: https://www.skype.com/en/download-skype/skype-for-computer/.

Follow all of the instructions to successfully download Skype. You will also need to create a Microsoft account, which is free.

To do a group messaging or video call, visit the following sites for instructions based on your computer system:

Mac: https://support.skype.com/en/faq/FA10801/how-do-i-make-a-group-video-call-in-skype-for-mac

Windows PC: https://support.skype.com/en/faq/FA10614/how-do-i-make-a-group-audio-and-video-call-on-skype-for-windows-desktop

Note: You will need the Skype usernames of each member of your group. Set up your Skype account ASAP during the week 1 of the course and email Professor Preusz or Professor Cass with your Skype username. One of the professors will then send each student the Skype usernames of each of their group members via UF email.

Peer Evaluation:

Since group work is a big component of this course, all students will be expected to evaluate their group members at the end of the semester via a confidential peer evaluation form. This evaluation form is housed in Canvas and will be worth 10 percent of each student's Final Project grade. The form will help to identify the overall participation, strengths, and weaknesses of each group member. The instructors will then use the peer evaluations to determine the peer evaluation grade.

Process for Removing a Group Member:

The following procedure is only to be used in extreme situations:

If you are considering removing a group member, you must first speak to the instructors about the issue. The instructors will then act as group mediators to help the group members resolve the issue in a professional manner. If there is absolutely no way to rectify the situation, then the group members would complete the procedure below.

A non-productive group member is defined as a member of the team who does not contribute to projects and/or fails to communicate with group members on a regular basis. In order to document issues, groups are encouraged to keep note logs of issues and explain any problems. The instructors should be made aware of any concerns as early as possible in case intervention is needed.

A member on any team may be removed from the group either –

- by unanimous vote of the group, OR
- at the discretion of the instructor

A vote by the group must occur by at least Week 5 of the course and be reported in writing to the instructors and the affected student. The affected students must then either –

- find another student group to accept him or her, OR
- complete the projects in the course on their own

Required Text:

There is no required textbook for this course. Weekly reading assignments will be provided via online links or attachments in each weekly module in Canvas.

Prerequisite knowledge and skills:

All students who enroll in this course must have previously completed the MMC 6727 - Social Media Metrics course with a passing grade. The skills learned in MMC 6727 will provide a foundational skill set that students can take to the next level in this course by working on assignments focusing on benchmarking and forecasting, social media ROI, lead generation, listening, and paid and earned social media.

Teaching Philosophy:

Social Media are a skillset not learned overnight or in just one course. We believe that practice and constant exposure helps to grow these skills and this course is offered to not only expose students to additional metrics and practices, but to offer them the opportunity to dig into data and see how valuable it can be to overarching business goals and objectives.

This course was designed with group work in mind, as working collaboratively across disciplines is a fact of life. Similar to the group work the instructors have engaged in to build this co-facilitated course, students will be encouraged to work collaboratively throughout the class to complete assignments and meet deadlines. It is imperative all members pitch in as disengagement will be reflected in quality of work and ultimately grades.

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. Students will also be required to be active participants in their group and will be expected to meet with their group members at least once a week and even several times a week when needed to discuss and work on group assignments as well as the Final Project.

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.

Unless excused, work submitted within 24 hours after the due date will automatically be deducted by 30%. No work will be accepted past 24 hours after the due date. Because you're working in groups, timeliness is crucially important.

Issues with uploading work for a grade is not an excuse. If student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Technical issue policy: 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. Contact UF helpdesk (352) 392-HELP.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately. Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal- process/.

Requirements for class attendance and make-up exams, assignments, and other work in 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

Coursework Submissions:

In general, most coursework should be submitted through Canvas and will be noted in Canvas if submission is elsewhere.

- Weekly Quizzes — In Canvas
- Discussion Posts — In Canvas
- Assignments — In Canvas
- Final Presentation — Via Abode Connect, PowerPoint in Canvas

Deadlines:

This class, like others, involves many deadlines. Here is a reminder:

- Weekly Quizzes — 11:59 PM EST Wednesdays
- Discussion Posts — 11:59 PM EST Wednesdays
  Note: Some weeks will have different due dates for Discussion Posts, see Course Schedule
- Assignments — 11:59 PM EST Sundays
- Week 9 Presentation — Various presentation times will be offered in Week 9
- Final Presentation — Various presentation times will be offered in Week 12

The new lecture starts on Mondays, as does a new week.

Grading:

Your work will be evaluated according to the following distribution:

- Weekly Quizzes — 15%
- Discussion Posts* — 15%
- Assignments — 30%
- Final Presentation — 30%
- Peer Evaluation** — 10%
- Total Grade: — 100%

*Peer Reactions are submitted as Discussion Posts, in-line as threaded responses. This grade will be factored into the Discussion Post grade, and collectively will count for 15% of overall grade.

**Peer Evaluation: each student will complete a peer evaluation form rating each member of their group based on performance and contribution to all coursework throughout the semester.

The final grade will be awarded as follows:

A	100%	to	93%
A-	< 92%	to	90%
B+	< 89%	to	87%
B	< 86%	to	83%
B-	< 82%	to	80%
C+	< 79%	to	77%
C	< 76%	to	73%
C-	< 72%	to	70%
D+	< 69%	to	67%
D	< 66%	to	63%
D-	< 62%	to	60%
F	< 59%	to	0%

The grade of 92.62 is an A. The grade of 92.34 is an A-. When the grade falls at a .5, we will carry the grade to the next decimal point for rounding purposes.

Current UF grading policies for assigning grade points:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Course and Assignment Details

Weekly Lectures:

The instructors will post a recorded video lecture to Canvas for 11 of the 12 weeks and one additional video that reviews the syllabus, offering a robust introduction to the course and covered material during week 1. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off of each other along with the weekly readings.

Quizzes:

Some weeks you will be asked to take a quiz to test your knowledge of the week's course material (lectures, videos, readings). These quizzes will be multiple-choice.

Discussion Posts:

Some weeks will require a discussion post. Each discussion post will need to meet the word limit requirement as noted in each discussion posts' page in Canvas. Submissions should provide a detailed analysis based on the course material and other readings for that week as detailed in Canvas. Discussion posts can be found in the Course Schedule section of this syllabus as well as on Canvas. Peer reactions are classified as discussion posts as it is a response in-line to the threaded discussions. There is a separate rubric for peer reactions as noted below.

Discussion Post Rubric:

	100-93 **Excellent**	**92-84** **Good**	**83-80** **Satisfactory**	**79-70** **Poor**	**Less than 70** **Unsatisfactory**
Content – 30%	Includes all components of assignment and provides adequate context for support.	Includes all components of assignment but only offers some points of context for support.	Includes most components of assignment and only offers some points of context for support.	Includes most components of assignment but does not provide any context for support.	Missing components of assignment and does not provide any context for support.
Insights – 30%	Insights, observations, and/or recommendations are compelling and well thought out.	Insights, observations, and/or recommendations are somewhat compelling and well thought out.	Insights, observations, and/or recommendations are obvious but not compelling or fully thought through.	Insights, observations, and/or recommendations are unclear and hard to understand. Lack of clarity.	Insights, observations, and/or recommendations are unclear and not fully thought through. Lack of focus and

					understanding.
Length – 20%	Meets length requirements and effectively communicates ideas within specified range.	Meets length requirement but exceeds word count. Excess words do not take away from effectiveness of assignment.	Meets length requirement but exceeds word count so that content is not easily digestible.	Meets length requirement but exceeds word count in a way that detracts assignment effectiveness.	Does not meet minimum length.
Mechanical – 20%	Free of all grammar/spelling errors.	Free of most grammar/spelling errors. There may be a word or two misspelled.	Free of most grammar/spelling errors but there are glaring typos that begin to detract assignment credibility.	Several grammatical errors are made throughout the assignment.	Several grammatical errors are made throughout the assignment, so much that it detracts assignment credibility.

Discussion Post 1, Social Audit & Discussion Post 2, Web Audit (for Client)

- Each student will conduct a social and web audit (individual work, separate posts, separate weeks) for their group's mutually agreed upon client, each to be uploaded as a Discussion Post of 600-800 words to Canvas.
- You must use native analytics for social channels, as demonstrated in MMC6727 and either Google Analytics or Similar Web for web analytics. Similar Web is a free tool discussed in Week 2 lecture material. If you are having trouble accessing native social analytics, please reach out to the instructors.
- Students will also complete a peer reaction of a fellow student for each discussion post (separate rubric below).
- The audits must include the following components but does not have to follow the bulleted list format:
    - **Discussion Post 1: Social Audit (week 1)**
        - Profile Information
            - Brand Name and URLs to each social channel
        - Posting frequency
            - How often is the brand posting across each social network? Does this differ across channel?
        - Follower count
            - How large is your client's social footprint? Take into account all active social presences
        - Channel specific metrics
            - For example: engagement, clicks, video views, etc.

        - Branding
            - Describe the look and feel of each social channel? Is it consistent/inconsistent across these channels? How?
    - **Discussion Post 2: Website Audit (week 2)**
        - Website URL
        - Branding
            - Describe the look and feel of the website with details concerning user experience and flow of pages; does it match the social look and feel?
            - HELPFUL TIP: reference required readings for components you should consider for inclusion in your audit
        - Channel specific metrics
            - For example: traffic source, total visits, bounce rate, etc.
        - Referral traffic breakdown
            - Include details on social traffic and denote where is it coming from specifically
    - **Peer Reactions (week 1 and 2)**
        - Each student will provide a peer reaction to one student's submission for Discussion Posts 1 and 2. This does not have to be the same student each week. See rubric below.

Peer Reaction Rubric (Discussion Posts during Weeks 1, 2, 5, 10)

Choose ONE of your classmate's posts and provide a reaction by responding to their post via the reply function in Canvas. Your reaction should be **at least 100-150 words** and provide **meaningful insight to your peer's Discussion Post**. This may require you to do some additional research. Simply commenting and complimenting your classmate is not sufficient and points will be deducted from your grade if you do not contribute your own insights.

While it is not mandatory that you comment on assignments that have not already been commented on, it does help the learning process if everyone can receive equal engagement. However, if there are students who complete their assignments late, this becomes impossible. So, please make every effort to complete your assignments on time so that everyone has an equal chance to interact and learn from each other.

Even though you will only receive credit for your **ONE** Peer Reaction, you are encouraged to reply and engage with all of your classmates via these assignments. This is a wonderful opportunity for you to learn from each other and glean insight in a way you might not otherwise be able to. The students who take the time to explore other students' submissions always learn the most and are most satisfied with their skill set at the of the course.

	100-93 **Excellent**	**92-84** **Good**	**83-80** **Satisfactory**	**79-70** **Poor**	**Less than 70** **Unsatisfactory**
Insights – 50%	Includes quality insights that provide	Includes quality insights that provide somewhat	Includes obvious insights that provide meaningful	Includes obvious insights that are not	Does not include insights. Simply congratulates peer

	meaningful context for support.	meaningful context for support.	context for support.	very meaningful.	on a job well done.
Length – 25%	Meets length requirements and effectively communicates ideas within specified range.	Meets length requirement but exceeds word count. Excess words do not take away from effectiveness of assignment.	Meets length requirement but exceeds word count so that content is not easily digestible.	Meets length requirement but exceeds word count in a way that detracts assignment effectiveness.	Does not meet minimum length.
Mechanical – 25%	Free of all grammar/spelling errors.	Free of most grammar/spelling errors. There may be a word or two misspelled.	Free of most grammar/spelling errors but there are glaring typos that begin to detract assignment credibility.	Several grammatical errors are made throughout the assignment.	Several grammatical errors are made throughout the assignment, so much that it detracts assignment credibility.

Assignment 1 – Benchmarks and Forecasting Social Data

- Each student will submit an Excel file following the template provided in Canvas that will include 1 year of historical data unique to his/her client in which 6 months of forecasted projections will be made for 3 identified KPIs (you may choose your own or follow the examples from lecture).
- You will need to set benchmarks for each KPI as well, as demonstrated during the weekly lecture.
- The 1 year of historical data should be from your mutually agreed upon client, identified during week 1. Students must work individually on the template to show individual understanding of the process, though group members will be working with the same set of data.
- In 300-600 words, provide a written analysis of what the benchmarks and forecasted projections mean. Discuss how you are able to set goals based on projections and measure performance based on benchmarks. Consider providing recommendations for how you will meet these goals.

Assignment 1 Rubric

	100-93 **Excellent**	**92-84** **Good**	**83-80** **Satisfactory**	**79-70** **Poor**	**Less than 70** **Unsatisfactory**
Content – 40% Excel Template	Provides entire year of historical data. Forecasted projections are made for 6 months out. All benchmarks are	Historical data is included but not for the entire time range required. Forecasted projections are set for all months. All	Historical data is included but not for the entire time range required. Forecasted projections are set for some but not all	Historical data is included but not for the entire time range required. Forecasted projections are set for some but not all	Historical data is missing throughout. Projections are not forecasted. Benchmarks are not

	set.	benchmarks are set.	months. Only some benchmarks are set.	months. Missing benchmarks.	set.
Accuracy – 30% Excel Template	All forecasted projections and benchmarks are accurate. There may be one or two inaccurate numbers.	All to most forecasted projections and benchmarks are accurate. There are a handful of inaccurate numbers.	Most forecasted projections and benchmarks are accurate but there are several which are inaccurate.	Most forecasted projections and benchmarks are inaccurate.	Majority of forecasted projections and benchmarks are inaccurate.
Quality & Length – 20% Written Analysis	Meets length requirements and effectively communicates ideas within specified range.	Meets length requirement but exceeds word count. Excess words do not take away from effectiveness of assignment.	Meets length requirement but exceeds word count so that content is not easily digestible.	Meets length requirement but exceeds word count in a way that detracts assignment effectiveness.	Does not meet minimum length.
Mechanical – 10% Written Analysis	Free of all grammar/spelling errors.	Free of most grammar/spelling errors. There may be a word or two misspelled.	Free of most grammar/spelling errors but there are glaring typos that begin to detract assignment credibility.	Several grammatical errors are made throughout the assignment.	Several grammatical errors are made throughout the assignment, so much that it detracts assignment credibility.

Assignment 2 – Social Media ROI Report

Each group will need to create a 2-3 page outline, addressing the following items about social media ROI in regards to their client:

- Define social media ROI in relation to your client. This should be a short statement or paragraph detailing how your group will explain social media ROI and how it can be determined in regards to your client. It should read like an elevator pitch.
- Create a list of at least 3-4 social media goals and a list of 3-4 social media KPIs for each goal. For example, if your goal was to increase engagement, your KPIs might be: Likes, shares, comments, and mentions. The list of goals and KPIs must be a bulleted list.
- Provide a rationale section below your bulleted list explaining how each social media KPI you outlined will help you to successfully achieve its associated goal.

- Select at least 1-2 tools that you plan to use to help validate your ROI and provide a brief rationale for each tool you are proposing.

The paper will need to be turned in as a 2-3 page Microsoft Word document in Canvas by Sunday, January 29 at 11:59 p.m. ET.

Assignment 2 Rubric

	100-93 **Excellent**	**92-84** **Good**	**83-80** **Satisfactory**	**79-70** **Poor**	**Less than 70** **Unsatisfactory**
Content – 30%	Includes all components of the assignment and provides adequate context for support.	Includes all components of assignment but only offers some points of context for support.	Includes most components of assignment and only offers some points of context for support.	Includes most components of assignment but does not provide any context for support.	Missing components of assignment and does not provide any context for support.
Insights – 30%	Insights, observations, and/or recommendations are compelling and well thought out.	Insights, observations, and/or recommendations are somewhat compelling and well thought out.	Insights, observations, and/or recommendations are obvious but not compelling or fully thought through.	Insights, observations, and/or recommendations are unclear and hard to understand. Lack of clarity.	Insights, observations, and/or recommendations are unclear and not fully thought through. Lack of focus and understanding.
Length – 20%	Meets length requirements and effectively communicates ideas within specified range.	Meets length requirement but exceeds word count. Excess words do not take away from effectiveness of assignment.	Meets length requirement but exceeds word count so that content is not easily digestible.	Meets length requirement but exceeds word count in a way that detracts assignment effectiveness.	Does not meet minimum length.
Mechanical – 20%	Free of all grammar/spelling errors.	Free of most grammar/spelling errors. There may be a word or two misspelled.	Free of most grammar/spelling errors but there are glaring typos that begin to detract assignment credibility.	Several grammatical errors are made throughout the assignment.	Several grammatical errors are made throughout the assignment, so much that it detracts assignment credibility.

Discussion Post 3 – Lead Generation – Week 5

Select a lead generation effort discussed in the lecture and readings for this week and do the following:

- Title your discussion post with the name of the lead generation effort.
- Answer the following questions in 300-500 words:
    - Give a brief overview of what the lead generation effort is and how it works.
    - What makes this lead generation effort so unique?
    - How could this lead generation effort benefit your client in the course? Are there any challenges your client may experience by using this lead generation effort? If so, explain.

Each student will provide a peer reaction to one student's submission for this discussion post. The Peer Reaction rubric and the Discussion Post Rubric are included in this syllabus. The discussion post is available on the course site in Canvas.

Assignment 3 – Lead Generation & Evaluation Plan

Each group will identify at least 5 different lead generation opportunities, provide a brief rationale for each, and establish 1-2 metrics that will be used to evaluate the success of each lead generation effort. This report will need to be at least 3-5 pages, in a Microsoft Word document. Each lead generation opportunity will need to have a paragraph of about 100-150 words in rationale to support why that opportunity should be pursued and how it will benefit the client.

The assignment will need to be submitted in the Assignment 3 section of Canvas no later than Sunday, February 5 by 11:59 p.m. ET to receive full credit.

Assignment 3 Rubric

	100-93 **Excellent**	**92-84** **Good**	**83-80** **Satisfactory**	**79-70** **Poor**	**Less than 70** **Unsatisfactory**
Content – 30%	Includes all components of assignment and provides adequate context for support.	Includes all components of assignment but only offers some points of context for support.	Includes most components of assignment and only offers some points of context for support.	Includes most components of assignment but does not provide any context for support.	Missing components of assignment and does not provide any context for support.
Insights – 30%	Insights, observations, and/or recommendations are compelling and well thought out.	Insights, observations, and/or recommendations are somewhat compelling and well thought out.	Insights, observations, and/or recommendations are obvious but not compelling or fully thought through.	Insights, observations, and/or recommendations are unclear and hard to understand. Lack of clarity.	Insights, observations, and/or recommendations are unclear and not fully thought through. Lack of focus and understanding.

Length – 20%	Meets length requirements and effectively communicates ideas within specified range.	Meets length requirement but exceeds word count. Excess words do not take away from effectiveness of assignment.	Meets length requirement but exceeds word count so that content is not easily digestible.	Meets length requirement but exceeds word count in a way that detracts assignment effectiveness.	Does not meet minimum length.
Mechanical – 20%	Free of all grammar/spelling errors.	Free of most grammar/spelling errors. There may be a word or two misspelled.	Free of most grammar/spelling errors but there are glaring typos that begin to detract assignment credibility.	Several grammatical errors are made throughout the assignment.	Several grammatical errors are made throughout the assignment, so much that it detracts assignment credibility.

Assignment 4 – Optimization and Outreach Plan

Working in groups, students will use SEM Rush - https://www.semrush.com/ - to compile an Organic Search Data Report and an Outreach Plan for their client's website. Each group will need to use a provided Excel spreadsheet template, which can be found in the Week 5 module on Canvas.

Organic Search Data Report:

The Organic Search Data Report must contain numbers for the following using SEM Rush:

- Organic Search Monthly Traffic: List the estimate number
- Paid Search Monthly Traffic: List the estimate number
- Backlinks: List the estimate number
- Top Organic Competitors: List at least 3-5 of the top competitors
- Top Organic Keywords: List the top 3-5 organic keywords

Outreach Plan:

Once the numbers are compiled in the Organic Search Data Report above, each group will then need to use the Wordtracker tool - https://app.wordtracker.com/- to identify a list of 5 possible keywords not in the top organic keywords list above for their client that will open new opportunities on their blog and social media channels. For each keyword, create a list of where each keyword will be used. **You must list at least 1-2 social media channels for each keyword.** You can have anywhere from 1-5 different platforms of where each keyword can be used.

In addition to the keyword list, each group will need to list at least 3-5 outreach prospects that will help generate more backlinks as well as exposure to their client's website and social media channels.

Each group must also create a list of 3-5 tools they will use to reach out to prospects. **At least 1 of these tools must involve social media in some way.**

One student from each group will need to submit the Microsoft Excel spreadsheet in the Assignment 4 section in Canvas by Sunday, February 12 at 11:59 p.m. ET.

Assignment 4 Rubric

	100-93 **Excellent**	**92-84** **Good**	**83-80** **Satisfactory**	**79-70** **Poor**	**Less than 70** **Unsatisfactory**
Content – 50%	Provides all of the components of the organic search data report and outreach plan. The group has successfully filled in all of the sections of the template. Works shows the maximum effort possible as a group to complete the assignment and to make it professional.	Data is provided for mostly all sections of organic search data report and the outreach plan of the template. There are a few areas where the group is missing data or there are a few sections that are changed or unclear.	Data is provided for some, but not all of the sections of the organic search data report and/or the outreach plan of the template.	Data is missing or is unclear in several areas of the organic search data report and/or on the outreach plan of the template.	Data is missing on more than half of the template. Minimal effort as a group is shown and the assignment is incomplete and unprofessional.
Accuracy – 40%	All data and information presented is accurate and uses data from SEM Rush and Wordtracker.	Mostly all of the data and information in the template is accurate. There are just a few inaccurate numbers or numbers that may be too over estimated or overgeneralized.	Most of the data and information in the template is accurate, but there are several which are inaccurate.	Most of the data and information in the template is inaccurate.	A majority of the data and information in the template is inaccurate. The data presented is either guessed or SEM Rush and/or Wordtracker were used minimally or not at all to obtain the information.
Mechanics – 10%	Free of all grammar/spelling	Free of most grammar/spelling errors. There may	Free of most grammar/spelling errors but there are	Several grammatical errors are made	Several grammatical errors are made

	errors.	be a word or two misspelled.	glaring typos that begin to detract assignment credibility.	throughout the assignment.	throughout the assignment, so much that it detracts assignment credibility.

Assignment 5 – Social Listening Brief and Social Listening Report

- Part 1: As a group, fill out social listening brief with your client in mind
- Part 2: As a group, compile a Social Listening Report, ranging from 5-7 slides, using free tools, Buzzsumo and/or Keyhole. ***If you have another preferred social listening tool, you are welcome to write the instructor for permission to use instead.***
    - Report Criteria – choose one hypothesis/theme identified in the social listening brief to gather and compile data. Include the following key metrics:
        - Volume
        - Reach or Impressions
        - Influencers
        - Sources
        - Sentiment
        - Top Posts
    - Choose the most actionable findings to report in graphs and/or tables. Title each page and use legends/data labels when appropriate.
    - Include written analysis highlighting your key findings in a sentence or two. Keep it simple – you don't want your audience to get lost in graphs or mounds of text.
    - Be creative! If graphs from tools or Excel do not communicate your findings in the best ways, use other tools (Photoshop, InDesign, etc.).

Assignment 5 Rubric

	100-93 **Excellent**	**92-84** **Good**	**83-80** **Satisfactory**	**79-70** **Poor**	**Less than 70** **Unsatisfactory**
Content – 30%	Includes all components of assignment and provides adequate context for support.	Includes all components of assignment but only offers some points of context for support.	Includes most components of assignment and only offers some points of context for support.	Includes most components of assignment but does not provide any context for support.	Missing components of assignment and does not provide any context for support.
Insights – 30%	Insights, observations, and/or recommendations are compelling and	Insights, observations, and/or recommendations are somewhat compelling and	Insights, observations, and/or recommendations are obvious but not compelling or fully	Insights, observations, and/or recommendations are unclear and hard to understand.	Insights, observations, and/or recommendations are unclear and not fully thought through. Lack of

	well thought out.	well thought out.	thought through.	Lack of clarity.	focus and understanding.
Length – 20%	Meets length requirements and effectively communicates ideas within specified range.	Meets length requirement but exceeds word count. Excess words do not take away from effectiveness of assignment.	Meets length requirement but exceeds word count so that content is not easily digestible.	Meets length requirement but exceeds word count in a way that detracts assignment effectiveness.	Does not meet minimum length.
Mechanical – 20%	Free of all grammar/spelling errors.	Free of most grammar/spelling errors. There may be a word or two misspelled.	Free of most grammar/spelling errors but there are glaring typos that begin to detract assignment credibility.	Several grammatical errors are made throughout the assignment.	Several grammatical errors are made throughout the assignment, so much that it detracts assignment credibility.

Assignment 6 – Measurement Plan

- **<u>Measurement Plan</u>**
    - As a group, compile a measurement plan for your client following the provided PowerPoint template as a starting guide (reviewed during lecture). You will need to build upon the template example.
        - Using the KPIs identified in Assignment 1, list out the metrics accordingly.
            - Each member of the group identified KPIs on their own, so this is your opportunity to talk about what is important to your client among the group and collectively decide how you will measure performance.
        - Align your KPIs back to goals and objectives of your client, again deciding what is most important to your client as a group (recall the goals you established during week 4 when ROI was discussed).
        - *HELPFUL TIP: You will not include every single KPI or metric that is discussed in lecture or listed in template; only choose those that ladder up to your goals and objectives.*
    - Must include benchmarks for identified metrics as reference point (re: Assignment 1; these have already been created).
    - Must identify if measurement plan is for a specific campaign or set time period (end of year goals, quarterly goals, etc.).
    - Measurement Plan will range from 5-7 slides (PowerPoint) and should include methodology, goals, objectives and success metrics (KPIs, benchmarks)

- Don't forget to tell a story with the measurement plan. This should not just be a table with numbers and metrics listed out. Make sure to provide context that explains why you are measuring what you are and how you have chosen your success metrics. This context should come in the form of written analysis on the slides of your PowerPoint.

Assignment 6 Rubric

	100-93 **Excellent**	**92-84** **Good**	**83-80** **Satisfactory**	**79-70** **Poor**	**Less than 70** **Unsatisfactory**
Content – 30%	Includes all components of assignment and provides adequate context for support.	Includes all components of assignment but only offers some points of context for support.	Includes most components of assignment and only offers some points of context for support.	Includes most components of assignment but does not provide any context for support.	Missing components of assignment and does not provide any context for support.
Insights – 30%	Insights, observations, and/or recommendations are compelling and well thought out.	Insights, observations, and/or recommendations are somewhat compelling and well thought out.	Insights, observations, and/or recommendations are obvious but not compelling or fully thought through.	Insights, observations, and/or recommendations are unclear and hard to understand. Lack of clarity.	Insights, observations, and/or recommendations are unclear and not fully thought through. Lack of focus and understanding.
Length – 20%	Meets length requirements and effectively communicates ideas within specified range.	Meets length requirement but exceeds word count. Excess words do not take away from effectiveness of assignment.	Meets length requirement but exceeds word count so that content is not easily digestible.	Meets length requirement but exceeds word count in a way that detracts assignment effectiveness.	Does not meet minimum length.
Mechanical – 20%	Free of all grammar/spelling errors.	Free of most grammar/spelling errors. There may be a word or two misspelled.	Free of most grammar/spelling errors but there are glaring typos that begin to detract assignment credibility.	Several grammatical errors are made throughout the assignment.	Several grammatical errors are made throughout the assignment, so much that it detracts assignment credibility.

Assignment 7 – Live Presentation

- **Live Presentation**
  - Students will present measurement plan to their client. For the purpose of this assignment, the instructor will act as the client, but the students will conduct this read out as a live meeting/conference call.
    - Students will be responsible for all communication pieces and must be able to deliver on conference call set up, WebEx or screen share. Poise, delivery and flow of presentation will be evaluated.
    - Adobe Connect will be available for students who don't have access to a web sharing tool. Be sure to coordinate with instructor beforehand if you are providing your own screen share.
    - One student should not be responsible for delivering the presentation and all members should be present. Every member must speak during this presentation as this is a group initiative.

Students will sign up during designated times to meet with instructor and present the measurement plan created by the group during the previous week.

Assignment 7 Rubric

	100-93 **Excellent**	**92-84** **Good**	**83-80** **Satisfactory**	**79-70** **Poor**	**Less than 70** **Unsatisfactory**
Execution – 30%	There are no technical difficulties.	There are no technical difficulties, with the exception of one or two hiccups.	Technical difficulties come up but students are able to troubleshoot in real time.	Technical difficulties come up and students are not able to troubleshoot in real time.	Technical difficulties prevent the review from happening.
Preparation – 30%	It is evident students have prepared for the review, speaking knowledgeably about the data. Students pass the ball to one another effortlessly.	Students are mostly knowledgeable but there are some who fail to show solid understanding of material they are presenting. Students pass the ball to one another effortlessly.	Students are mostly knowledgeable but there are some who fail to show solid understanding of material they are presenting. Students have issues passing the ball to one another.	Most of students are not knowledgeable of material they are presenting. There is trouble passing the ball from student to student.	Group talks over one another and does not speak knowledgeably about the data. They are not able to successfully pass the ball to one another.

Poise – 20%	Students do not ramble and are very articulate in their delivery.	Students are mostly articulate and only stumble over words once or twice during entire presentation.	Students are mostly articulate but begin to ramble, so much that it is noticeable but doesn't necessarily take away from the presentation.	Students ramble, so much that it is noticeable and begins to take away from the presentation.	Students ramble, repeat selves, or constantly use stall works such as um, and, or so.
Completion – 20%	All students show up for review and participate in presentation.	All students show up for review and all but one or two participate in presentation.	Not all students show up for review but those who do each participate in presentation.	Not all students show up for review nor do all participate in presentation.	Majority of students do not show up for review and presentation is delivered one person.

Discussion Post 4 – Social Media Buying Tools – Week 10

Select one social media buy discussed in the Week 10 lecture and readings, and do the following:

- Title your discussion post with the name of the social media advertising buy you selected.
- Answer the following questions in 300-500 words:
    - Give a brief overview of what the social media buy is and how it works.
    - What makes this buy so unique?
    - How could this social media buy benefit your client in the course? Are there any disadvantages that your client could experience by using this buy? If so, explain why.
    - Provide the URL to the official source of the social media buy. Example: If you're discussing Facebook Ads, you will want to use this URL: https://www.facebook.com/business/products/ads
- Each student will provide a peer reaction to one student's submission for Discussion Post 4. Peer Reaction rubric and the Discussion Post Rubric are included in this syllabus. Discussion Post 4 is available on the course site in Canvas.

Assignment 8 – Social Media Buying Plan

Each group will need to identify at least 5 potential advertising buys for their client from the list of paid social media options on the "Guide to Paid Social Media Options" PDF: http://www.postcontrolmarketing.com/wp-content/uploads/2016/11/FreeGuideToPaidSocialMediaOptions.pdf.

A detailed rationale will need to be provided for each proposed advertising buy as well as a proposed monthly budget for each ad buy. The most recommended ad buys will need to be listed first. In the rationale for each, details of why the client should spend the allotted budget for each must be explained and instructional information must be provided as well for each ad buy so the client will understand why they should spend the money.

One student from each group will need to turn in the assignment as a 3-5 page Microsoft Word document no later than Sunday, March 12 by 11:59 p.m. EST to receive full credit. Please make sure names of all group members are listed on the submission.

Assignment 8 Rubric

	100-93 **Excellent**	**92-84** **Good**	**83-80** **Satisfactory**	**79-70** **Poor**	**Less than 70** **Unsatisfactory**
Content – 30%	Includes all components of assignment and provides adequate context for support.	Includes all components of assignment but only offers some points of context for support.	Includes most components of assignment and only offers some points of context for support.	Includes most components of assignment but does not provide any context for support.	Missing components of assignment and does not provide any context for support.
Insights – 30%	Insights, observations, and/or recommendations are compelling and well thought out.	Insights, observations, and/or recommendations are somewhat compelling and well thought out.	Insights, observations, and/or recommendations are obvious but not compelling or fully thought through.	Insights, observations, and/or recommendations are unclear and hard to understand. Lack of clarity.	Insights, observations, and/or recommendations are unclear and not fully thought through. Lack of focus and understanding.
Length – 20%	Meets length requirements and effectively communicates ideas within specified range.	Meets length requirement but exceeds word count. Excess words do not take away from effectiveness of assignment.	Meets length requirement but exceeds word count so that content is not easily digestible.	Meets length requirement but exceeds word count in a way that detracts assignment effectiveness.	Does not meet minimum length.
Mechanical – 20%	Free of all grammar/spelling errors.	Free of most grammar/spelling errors. There may be a word or two misspelled.	Free of most grammar/spelling errors but there are glaring typos that begin to detract assignment credibility.	Several grammatical errors are made throughout the assignment.	Several grammatical errors are made throughout the assignment, so much that it detracts assignment

					credibility.

Assignment 9 – Social Media Data Budget

Using the budget template provided in the Week 11 module in Canvas, work together in your group to create a budget detailing the costs of all of the efforts you have proposed for your client during the semester. Make sure to include the costs of the following efforts and any metrics associated with each:

- Lead generation strategies – giveaways, whitepapers, ebooks, etc.
- SEO and social outreach
- Social media ads and paid placements
- Metric tools – any paid platforms to measure and evaluate success as well as the cost of creating the efforts
- Evaluation efforts

Each cost needs to be a separate line item on your budget. Research will need to be conducted to determine the actual cost for each line item.

This assignment will need to be turned in as an Excel spreadsheet your Final Project during Week 12. Please see the Final Project section of this syllabus for more information and due dates.

Final Project: Social Media Data Presentation

Your final project in this course will be a group live presentation of a measurement and evaluation plan for your client. This plan will provide an analysis of the current performance of the client online and on social media. It will also outline key improvements that need to be made as well as which metrics and plans the client should set going forward.

The presentation will be delivered live via Adobe Connect and you along with each member of your group will need to present your results. See the list below for a list of requirements:

PowerPoint/Content

- PowerPoint presentation with minimum of 15 and a maximum of 20 slides
- You are required to use the PowerPoint template provided on the main page of the Canvas course website to ensure your group's PowerPoint is formatted correctly.
- Your presentation will include the following slides as outlined in the PowerPoint template:
    - **SLIDE 1: Title slide:** Include the name of your presentation, client's name, and the names of the presenters. Treat this as a real client presentation. Do not include the course name.
    - **SLIDE 2: Agenda:** Briefly outline the key points you'll go over in the presentation
    - **SLIDE 3: Web and social media audit findings**: Briefly outline the key findings from your web audit and social media audit.
    - **SLIDE 4: Benchmarks & Goals**: Outline the benchmarks/goals you have set for your client.

- **SLIDE 5: Social media ROI**: Define social media ROI in relation to your client and list the top three goals and at least three social media KPIs for each goal.
- **SLIDE 6: Lead generation ideas and success metrics**: Outline at least THREE lead generation ideas for your client as well as at least one metric for each that will help measure success of each lead generation effort.
- **SLIDE 7: Organic Search Data Report:** Include the numbers in your spreadsheet from Assignment 4 to compile the following:
    - Organic Search Monthly Traffic
    - Paid Search Monthly Traffic
    - Backlinks
    - Top Organic Competitors
    - Top Organic Keywords
- **SLIDE 8: Social Media Outreach Plan**
    - New Keywords to Rank On: List at least 3-5 keywords
    - Prospect List: List 3-5 prospects
- **SLIDE 9: Optimization & Outreach Tools:** List at least 3-5 tools you plan to use for your optimization and outreach efforts.
- **SLIDE 10: Social Listening Metrics**: Briefly outline the following metrics from your social listening report:
    - Volume
    - Reach or impressions
    - Sources
    - Sentiment
    - Top Posts
- **SLIDE 11: Measurement plan**: Briefly outline the success metrics you created from your measurement plan.
- **SLIDE 12: Social media buying plan**: List at least 5 social media ads you plan to purchase that will drive traffic and engagement for your client. Vocally present a brief rationale for each ad in your presentation.
- **SLIDE 13: Budget**: List the total cost of the initiatives presented as well as the metrics and evaluation for your plan.
- **SLIDE 14: Key takeaways**: Provide a few convincing points that your group will sell to management why they should select your plan.
- **SLIDE 15**: **Questions:** This slide is to allow the instructors to ask any questions about your presentation.

At least one group member will need to turn in the group PowerPoint slides that will be used during the Final Presentation. It must be a Microsoft PowerPoint presentation. Make sure the presentation slides do not contain too many images as that will make the file size too large and it will not upload well in Adobe Connect. All PowerPoint slides must be turned in prior to the group's assigned presentation time during Week 12.

Presentation

- **15-20 minute maximum, 12 minute minimum time limit:** You will be allotted a maximum of 3-5 minutes total for each student in the presentation. For example, if you have a total of 3 students

in your group, you can have a maximum of 15 minutes for the presentation. If you have 4 students in your group, you have a maximum of 20 minutes for the presentation. Any groups that go over the maximum time limit will receive an automatic deduction of 10 points for all students in the group. It is imperative that you practice your presentation as a group before you deliver it live to an instructor. You will be provided an opportunity to practice your presentation during week 9 of the course.

- **Present substance:** Each student will need to present key parts of the plan. You will need to present at least two of the components marked in bold under the PowerPoint/Content section. Failure to do will result in an automatic 50% for the presentation portion of your Final Project grade.
- **Engagement:** The presentation will need to be delivered as if it is a real client presentation. You will also need to engage the instructor in the presentation as if they are the client. Provide plenty of eye contact, add interesting information and facts, include a good amount of visuals, and talk to the instructor more than reading slides. Be sure to also define the ROI of your plan and why your client should invest money in your proposed plan.

Peer Evaluation

As a part of your Final Project grade, you will need to complete a peer evaluation. You can find the peer evaluation form in Canvas. Be sure to fill out sections and provide honest feedback about all of the members in your group. An average of each of the students' scores will be used to determine your Peer Evaluation grade.

Final Project Rubric

	100-93 **Excellent**	**92-84** **Good**	**83-80** **Satisfactory**	**79-70** **Poor**	**Less than 70** **Unsatisfactory**
Content - 30%	Consists of creative content to engage audience through superior writing and design. The content presented shows a thorough understanding of the course material. Content is easy to read and don't distract from the presentation.	Consists of creative content that engages the audience through creative writing and design, however, there are a few improvements to add that could make it a perfect presentation. The content presented shows a solid understanding of the course material. Content is easy to read,	Consists of some creative content, but at times does not attract attention of the audience. There are several improvements that need to be made. Content does not always show a full, comprehensive understanding of the material and some	Consists mostly of content that is not creative enough to engage the audience in many parts of the presentation. Several improvements are needed. Content shows a lack of understanding of the course material in many areas of	Content lacks creative content and fails to engage the audience. There are far too many improvements that need to be made. Content shows a complete lack of understanding of the course material throughout the entire presentation. Content also distracts from the

		but at times may be too much to distract from the presentation.	content may be missing. Content at times distracts from the presentation.	the presentation. Content often distracts from the presentation.	presentation far too much.
Preparation – 30%	It is evident students have prepared for the presentation, speaking knowledgeably about the data and metrics. Students pass the ball to one another effortlessly.	Students are mostly knowledgeable but there are some who fail to show solid understanding of material they are presenting. Students pass the ball to one another effortlessly.	Students are mostly knowledgeable but there are some who fail to show solid understanding of material they are presenting. Students have issues passing the ball to one another.	Most of students are not knowledgeable of material they are presenting. There is trouble passing the ball from student to student.	Group talks over one another and does not speak knowledgeably about the data. They are not able to successfully pass the ball to one another.
Poise – 20%	Students do not ramble and are very articulate in their delivery.	Students are mostly articulate and only stumble over words once or twice during entire presentation.	Students are mostly articulate but begin to ramble, so much that it is noticeable but doesn't necessarily take away from the presentation.	Students ramble, so much that it is noticeable and begins to take away from the presentation.	Students ramble, repeat selves, or constantly use stall works such as um, and, or so.
Execution – 10%	There are no technical difficulties.	There are no technical difficulties, with the exception of one or two hiccups.	Technical difficulties come up but students are able to troubleshoot in real time.	Technical difficulties come up and students are not able to troubleshoot in real time.	Technical difficulties prevent the review from happening.
Completion – 10%	All students show up on time and participate in	All students show up on time and all but one or two participate in	Not all students show up or show up on time but those	Not all students show up or show up on time nor do	Majority of students do not show up or show up on time and

	presentation.	presentation.	who do each participate in presentation.	all participate in the presentation.	presentation is delivered by not all the group members.

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.

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.

Other Resources:

Other are available at http://www.distance.ufl.edu/ getting-help for:

- Counseling and Wellness resources

    - http://www.counseling.ufl.edu/cwc/ 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 contact your program director and/or student support coordinator at distancesuppport@jou.ufl.edu or 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. 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.

Course Schedule

Weekly module dates:

This course will operate on a Monday-Sunday schedule with the exception of week 1, which begins on 1/4/17. The last day of class is Monday, 3/27/17.

Week 1: 1/4-1/8

Week 2: 1/9-1/15

Week 3: 1/16-1/22

Week 4: 1/23-1/29

Week 5: 1/30-2/5

Week 6: 2/6-2/12

Week 7: 2/13-2/19

Week 8: 2/20-2/26

Week 9: 2/27-3/5

Week 10: 3/6-3/12

Week 11: 3/13-3/19

Week 12: 3/20-3/27

Course Schedule:

Week One: Conducting a Social Media Audit for your Client

Wednesday, 1/4 – Sunday, 1/8

Learning Objectives:

- Gather relevant (historical) social data from native channels.
- Conduct a social audit and identify which social platforms produce the best results for your client.
- Define KPIs.

Watch:

- Lecture: Intro to Advanced Social Media Metrics and Syllabus review (Professor Preusz)
- Lecture: Auditing for Social Media Data (Professor Cass)

Required Readings:

- How to Perform a Successful Social Media Audit: http://sproutsocial.com/insights/social-media-audit/
- How to Do a Social Media Audit for a Client: http://www.andreavahl.com/social-media/how-to-do-a-social-media-audit-for-a-client.php

Pre-Assignment:

- You will receive your team group assignments as soon as possible, depending upon completion of student profile surveys. Once your group has been identified, work together to choose a client, keeping in mind this will be your client for the entire semester.
    - One member of the team must have access to native social platforms and be able to share data with the rest of the team.
    - A client should be identified no later than Thursday and submitted to the instructors for reference. Reach out to the instructors as soon as possible if the team is unable to identify a client.

Assignments:

1. **Individual Discussion Post – DUE: Saturday, 1/7/17, 11:59 PM EST**
    - On your own, put together a social media audit (in 600-800 words) for the mutually agreed upon client of your group that includes the following (you do not have to follow this bulleted format):
        - Profile Information
            - Brand Name and URLs to each social channel
        - Posting frequency
            - How often is the brand posting across each social network? Does this differ across channel?
        - Follower count
            - How large is your client's social footprint? Take into account all active social presences
        - Channel specific metrics
            - For example: engagement, clicks, video views, etc.

- Branding
    - Describe the look and feel of each social channel? Is it consistent/inconsistent across these channels? How?
    - **Tip: you will need to access your brand's owned social data for Facebook, Twitter, Instagram, etc. to deliver on the above criteria**
        - *This audit is crucial as it will set you up for success for rest of class. Whatever you find here will guide you in determining keys areas of focus for remaining assignments.*

2. **Individual Peer Reaction – DUE: Sunday, 1/8/17, 11:59 PM EST**
    - Once everyone has submitted their assignment, choose ONE of your classmate's submissions and provide a reaction by responding to their post via the reply feature. Your reaction should be at least 100-150 words and provide meaningful insight to your peer's discussion post. You do not have to necessarily respond to a fellow group member, though you may want to review their submission, as audits compiled by different people from different perspectives may yield varying results. You may respond to anyone in the class.

Week Two: Conducting a Web Audit for your Client

Monday, 1/9 – Sunday, 1/15

Learning Objectives:

- Conduct a web audit.
- Identify how web analytics complement social analytics.
- Define traffic from social.

Watch:

- Lecture: Auditing for Web Data
- Lynda Google Analytics tutorial https://www.lynda.com/Google-Analytics-tutorials/Google-Analytics-Essential-Training/197523-2.html

Required Reading:

- How to Conduct a Content Audit on Your Site: https://www.quicksprout.com/2014/04/24/how-to-conduct-a-content-audit-on-your-site/
- The Difference Between Social and Web Analytics: https://blog.loginradius.com/2014/09/difference-social-web-analytics/

Suggested Readings:

- Panasonic Google 360 Case Study (download PDF in Canvas)

Assignments:

- **Individual Quiz – DUE: Wednesday, 1/11/17, 11:59 PM EST**
    - Lynda Google Analytics Comprehension
- **Individual Discussion Post – DUE: Friday, 1/13/17, 11:59 PM EST**
    - On your own, put together a web audit (in 600-800 words) for the mutually agreed upon client of your group that includes the following (you do not have to follow this bulleted format):

        - Website URL
        - Branding
            - Describe the look and feel of the website with details concerning user experience and flow of pages; does it match the social look and feel?
            - HELPFUL TIP: reference required readings for components you should consider for inclusion in your audit
        - Channel specific metrics
            - For example: traffic source, total visits, bounce rate, etc.
        - Referral traffic breakdown
            - Include details on social traffic and denote where is it coming from specifically
        - **Tip: If your client has Google Analytics (GA) access, please leverage this tool. If that is not available to you, use Similar Web's free product offering online.**
- **Individual Peer Reaction – DUE: Sunday, 1/15/17, 11:59 PM EST**
    - Once everyone has submitted their assignment, choose ONE of your classmate's submissions and provide a reaction by responding to their post via the reply feature. Your reaction should be at least 100-150 words and provide meaningful insight to your peer's discussion post. You do not have to necessarily respond to a fellow group member, though you may want to review their submission, as audits compiled by different people from different perspectives may yield varying results. You may respond to anyone in the class.

Week Three: Benchmarks & Forecasting

Monday, 1/16 – Sunday, 1/22

Learning Objectives:

- Set benchmarks based on historical performance.
- Create a 6-month forecasting plan for 3 KPIs that includes benchmarking across each identified social channel.

Watch:

- Lecture: How to set social benchmarks and forecast projections
- Demo: How to use Excel to create benchmarks

Required Readings:

- Improving Performance through Social Media Benchmarking: https://unmetric.com/social-media-benchmarking/#1
- 5 Considerations for Setting PR Measurement Benchmarks: http://www.prnewsonline.com/measurement-benchmarks-draluk
- Social Media Benchmarks Report (download PDF in Canvas)

Assignments:

- **Individual Forecasting Template – DUE: Sunday, 1/22/17, 11:59 PM EST**
    - Each student will independently submit an Excel file following the template provided in Canvas that will include 1 year of historical data unique to his/her client in which 6

months of forecasted projections will be made for 3 identified KPIs (you may choose your own or follow the examples from lecture).
    - You will need to set benchmarks for each KPI as well, as demonstrated during the weekly lecture.
    - The 1 year of historical data should be from your mutually agreed upon client, identified during week 1. Students must work independently on the template to show individual understanding of the process, though group members will likely be working with the same set of data.
    - In 300-600 words, provide a written analysis of what the benchmarks and forecasted projections mean. Discuss how you are able to set goals based on projections and measure performance based on benchmarks. Consider providing recommendations for how you will meet these goals.

Week Four: Social Media ROI

Monday, 1/23 – Sunday, 1/29

Learning Objectives:

- Define social media ROI and how it can be used in business.
- Explain how social media ROI can be measured using a variety of tools.
- Become acquainted with the process of how to effectively sell social media data to the senior management of any organization.

Watch:

- Lecture: Social Media ROI

Required Readings:

- A Comprehensive Guide to Social Media ROI: https://blog.hootsuite.com/measure-social-media-roi-business/
- 5 Tools to Measure Social Media ROI: http://www.socialmediaexaminer.com/5-tools-to-measure-social-media-roi/
- Not Your Father's Strategy: 5 New Rules to Realize Social Media ROI: http://www.cmo.com/opinion/articles/2016/7/19/5-tips-to-boost-your-social-media-roi-.html#gs.310dgV8
- eBook: Social Media ROI Handbook (Download in Canvas)
- 10 Social Media KPIs You Should Track and Monitor: https://www.impactbnd.com/blog/8-social-media-kpis-you-should-track-and-monitor

Assignments:

1. **Individual Quiz – DUE: Wednesday, 1/25/17, 11:59 PM EST**
    - Quiz in the module 4 section of Canvas will test students on their knowledge of the course material this week on social media ROI.
2. **Group Assignment – Social Media ROI Report - DUE: Sunday, 1/29/17, 11:59 PM EST**

    Each group will need to create a 2-3 page outline, addressing the following items about social media ROI in regards to their client:

- Define social media ROI in relation to your client. This should be a short statement or paragraph detailing how your group will explain social media ROI and how it can be determined in regards to your client. It should read like an elevator pitch.
- Create a list of at least 3-4 social media goals and a list of 3-4 social media KPIs for each goal. For example, if your goal was to increase engagement, your KPIs might be: Likes, shares, comments, and mentions. The list of goals and KPIs must be a bulleted list.
- Provide a rationale section below your bulleted list explaining how each social media KPI you outlined will help you to successfully achieve its associated goal.
- Select at least 1-2 tools that you plan to use to help validate your ROI and provide a brief rationale for each tool you are proposing.

The paper will need to be turned in as a 2-3 page Microsoft Word document in Canvas by Sunday, January 29 at 11:59 p.m. ET.

Week Five: Social Media Lead Generation and Metrics

Monday, 1/30 – Sunday, 2/5

Learning Objectives:

- Identify multiple opportunities to generate leads and conversions via social media.
- Analyze the most effective lead generation opportunities for a chosen client.
- Create metrics for a client that will assess the performance of proposed lead generation initiatives.

Watch:

- Lecture: Social Media Lead Generation and Metrics

Required Readings:

- 6 Need to Know Ideas on How to Generate Leads on Social Media: http://blog.hootsuite.com/how-to-generate-leads-on-social-media/
- eBook: Social Media for Lead Generation: https://www.marketo.com/ebooks/social-media-for-lead-generation/
- A Beginner's Guide to Lead Conversion with Social Media: https://blog.kissmetrics.com/lead-conversion-with-social-media/
- Metrics Every Marketing Manager Should be Tracking: http://blog.hubspot.com/blog/tabid/6307/bid/34179/15-Metrics-Every-Marketing-Manager-Should-Be-Tracking.aspx#sm.000016iew7h17f49yu12oph3icj42

Assignments:

1. **Individual Discussion Post – DUE: Wednesday, 2/1/17, 11:59 PM EST**
    - Select a lead generation effort discussed in the lecture and readings for this week and do the following:
        - Title your discussion post with the name of the lead generation effort.
    - Answer the following questions in 300-500 words:
        - Give a brief overview of what the lead generation effort is and how it works.
        - What makes this lead generation effort so unique?

- How could this lead generation effort benefit your client in the course? Are there any challenges your client may experience by using this lead generation effort? If so, explain why.

  Each student will provide a peer reaction to one student's submission for this discussion post. The Peer Reaction rubric and the Discussion Post Rubric are included in this syllabus. The discussion post is available on the course site in Canvas.

2. **Individual Peer Reaction – DUE: Saturday, 2/4/17, 11:59 PM EST**
   - Once everyone has submitted their assignment, choose ONE of your classmate's submissions and provide a reaction by responding to their post via the reply feature. Your reaction should be at least 100-150 words and provide meaningful insight to your peer's discussion post. You do not have to necessarily respond to a fellow group member, though you may want to review their submission, as posts compiled by different people from different perspectives may yield varying results. You may respond to anyone in the class.
3. **Group Assignment – Lead Generation & Evaluation Plan - DUE: Sunday, 2/5/17, 11:59 PM EST**
   - Each group will identify at least 5 different lead generation opportunities, provide a brief rationale for each, and establish 1-2 metrics that will be used to evaluate the success of each lead generation effort. This report will need to be at least 2-3 pages in a Microsoft Word document. Each lead generation opportunity will need to have a paragraph of about 100-150 words in rationale to support why that opportunity should be pursued and how it will benefit the client.

Week Six: Social Media Optimization and Outreach

Monday, 2/6 – Sunday, 2/12

Learning Objectives:

- Identify the basic principles of SEO and apply them to optimize social media efforts.
- Explain how SEO can drive more traffic to social media and how it can help accomplish organization metrics.
- Apply skills in influencer marketing to generate lists of contacts to be used in social media outreach, where you will generate links on websites via pitches on a variety of social platforms.

Watch:

- Lecture: Social Media Optimization and Outreach
- Video: SEO Explained: http://searchengineland.com/guide/what-is-seo

Required Readings:

- How to do SEO Outreach: Strategies That Work: https://www.semrush.com/blog/seo-outreach-2015-strategies-work/
- How to Leverage Social Media for SEO: Link Building: http://marketingland.com/leverage-social-media-seo-link-building-137962
- 6 Social Media Practices That Boost SEO: http://www.forbes.com/sites/jaysondemers/2015/01/27/6-social-media-practices-that-boost-seo/#2355a3142720

Optional Readings/Resources:

- The Beginner's Guide to SEO: https://moz.com/beginners-guide-to-seo
- What is SEO / Search Engine Optimization?: http://searchengineland.com/guide/what-is-seo

Tool:

- SEM Rush: https://www.semrush.com/
- Wordtracker: https://app.wordtracker.com/

Assignments:

1. **Individual Quiz – DUE: Wednesday, 2/8/17, 11:59 PM EST**
    - Quiz in the module 4 section of Canvas will test students on their knowledge of the course material this week on social media ROI.
2. **Group Assignment – Optimization & Outreach Plan - DUE: Sunday, 2/12/17, 11:59 PM EST**
    - Working in groups, students will use SEM Rush - https://www.semrush.com/ - to compile an Organic Search Data Report and an Outreach Plan for their client. Each group will need to use a provided Excel spreadsheet template, which can be found in the Week 5 module on Canvas.
    - **Organic Search Data Report:** The Organic Search Data Report must contain numbers for the following using SEM Rush:
        - Organic Search Monthly Traffic: List the estimate number
        - Paid Search Monthly Traffic: List the estimate number
        - Backlinks: List the estimate number
        - Top Organic Competitors: List at least 3-5 of the top competitors
        - Top Organic Keywords: List the top 3-5 organic keywords
    - **Outreach Plan:** Once the numbers are compiled in the Organic Search Data Report above, each group will then need to use the Wordtracker tool - https://app.wordtracker.com/- to identify a list of 5 possible keywords not in the top organic keywords list above for their client that will open new opportunities on their blog and social media channels. For each keyword, create a list of where each keyword will be used. **You must list at least 1-2 social media channels for each keyword.** You can have anywhere from 1-5 different platforms of where each keyword can be used.
        - In addition to the keyword list, each group will need to list at least 3-5 outreach prospects that will help generate more backlinks as well as exposure to their client's website and social media channels.
        - Each group must also create a list of 3-5 tools they will use to reach out to prospects. **At least 1 of these tools must involve social media in some way.**

One student from each group will need to submit the Microsoft Excel spreadsheet in the Assignment 4 section in Canvas by Sunday, February 12 at 11:59 p.m. ET.

Week Seven: Social Listening

Monday, 2/13 – Sunday, 2/19

Learning Objectives:

- Develop keyword list for listening queries.
- Conduct real-time social listening and measure the earned conversation about your brand.
- Incorporate social listening data into a social listening report.

Watch:

- Lecture: Social Listening

Required Readings:

- Social Listening Can Help Brands Derive Actionable Insights: http://www.emarketer.com/Article/Social-Listening-Help-Brands-Derive-Actionable-Insights/1013625
- A Brand's Definitive Guide to Social Media Listening: http://keyhole.co/blog/brands-guide-to-social-media-listening/
- 7 reasons why social listening is important (download PDF in Canvas)
- Boolean 101 (download PDF in Canvas)
- Familiarize yourself with these free tools:
    - Buzzsumo.com
    - Keyhole.co

Suggested Readings:

- Fundamentals of Image Analytics (download PDF in Canvas)
- 5 Ways to Unearth More Value from Social Listening (download PDF in Canvas)

Assignments:

- **Part 1: Group Assignment – Social Listening Brief – Friday, 2/17/17, 11:59 PM EST**
    - Fill out template together as a group and submit via Canvas
- **Part 2: Group Assignment – Social Listening Report – Sunday, 2/19/17, 11:59 EST**
    - As a group, compile a Social Listening Report, ranging from 5-7 slides, using free tools, Buzzumo and/or Keyhole. ***If you have another preferred social listening tool, you are welcome to write the instructor for permission to use instead.***
        - Report Criteria – choose one hypothesis/theme identified in the social listening brief to gather and compile data. Include the following key metrics:
            - Volume
            - Reach or Impressions
            - Influencers
            - Sources
            - Sentiment
            - Top Posts
        - Choose the most actionable findings to report in graphs and/or tables. Title each page and use legends/data labels when appropriate.
        - Include written analysis highlighting your key findings in a sentence or two. Keep it simple – you don't want your audience to get lost in graphs or mounds of text.

        - Be creative! If graphs from tools or Excel do not communicate your findings in the best ways, use other tools (Photoshop, InDesign, etc.).
- **One student from each group will need to submit each assignment via Canvas by the above-mentioned deadlines. Please make sure names of all group members are listed on the submission.**

Week Eight: Measurement Planning

Monday, 2/20 – Sunday, 2/26

Learning Objectives:

- Identify goals and objectives for your client.
- Identify KPIs and success metrics for your client.
- Discuss the difference between goals, objectives and tactics.
- Create a robust measurement plan founded in data by leveraging historical data gathered during week 1 and referencing benchmarks created during week 3.

Watch:

- Lecture: Measurement Planning – What is it, What it means, and How to do it

Required Readings:

- How To Create A Measurement Plan and Why You Really Need One http://www.freshegg.co.uk/blog/analytics/performance-measurement/how-to-create-a-measurement-plan-and-why-you-really-need-one
- The Social Metric Map You Need to See: http://simplymeasured.com/blog/the-social-metric-map-you-need-to-see/#sm.00009s5l4dcz2ekzymq251k4jkjpq
- 5 Social Media Marketing Metrics You Should Be Tracking: https://www.entrepreneur.com/article/244669
- Crimson ROI Guide (download PDF in Canvas)

Suggested Readings:

- What's the Difference Between Goals and Objectives http://www.smart-goals-guide.com/difference-between-goals-and-objectives.html

Assignments:

4. **Group Assignment: Measurement Plan – DUE: Sunday, 2/26/17, 11:59 EST**
    - As a group, compile a measurement plan for your client following the provided PowerPoint template as a guide (reviewed during lecture).
        - Using the KPIs identified in Assignment 1, list out the metrics accordingly.
            - Each member of the group identified KPIs on their own, so this is your opportunity to talk about what is important to your client among the group and collectively decide how you will measure performance.
        - Align your KPIs back to goals and objectives of your client, again deciding what is most important to your client as a group.

        - *HELPFUL TIP: You will not include every single KPI or metric that is discussed in lecture or listed in template; only choose those that ladder up to your goals and objectives.*
    - Must include benchmarks for identified metrics as reference point (re: Assignment 1; these have already been created).
    - Must identify if measurement plan is for a specific campaign or set time period (end of year goals, quarterly goals, etc.).
    - Measurement Plan will range from 5-7 slides (PowerPoint) and should include methodology, goals, objectives and success metrics (KPIs, benchmarks)
        - Don't forget to tell a story with the measurement plan. This should not just be a table with numbers and metrics listed out. Make sure to provide context that explains why you are measuring what you are and how you have chosen your success metrics. This context should come in the form of written analysis on the slides of your PowerPoint.
    - **One student from each group will need to submit each assignment via Canvas by the above-mentioned deadlines. Please make sure names of all group members are listed on the submission.**

Week Nine: Presenting Social Media Data

Monday, 2/27 – Sunday, 3/5

Learning Objectives:

- Conduct live presentation in conference call setting.
- Develop skills to deliver a successful presentation over the phone and/or computer.

Watch:

- Lecture: Presentation skills, tools and tricks
- 4 Tips to Host an Effective Conference Call: https://www.youtube.com/watch?v=3PRNBaFZGsI

Required Readings:

- Speak With Impact: http://www.forbes.com/sites/jacquelynsmith/2013/06/28/speak-with-impact-12-tips-for-better-telephone-meetings/#18d0d415665a
- 6 Strategies for Sounding Confident When Presenting Over the Phone: https://www.linkedin.com/pulse/6-strategies-sounding-confident-when-presenting-over-phone-bonanno?forceNoSplash=true

Assignments:

- **Group Assignment: Live Presentation – Due Date TBD – use Doodle to sign up for live time with instructor**
    - Students will meet as a group beforehand and determine who will speak when and lead the delivery of measurement plan to their client. The instructor will act as the client but the students will conduct this assignment as if it were a live meeting/conference call.
        - Students will be responsible for all communication pieces and must be able to deliver on conference call set up, WebEx or screen share. Poise, delivery and flow of presentation will be evaluated.

        - Adobe Connect will be available for students who don't have access to a web sharing tool.
        - Students will sign up for one of the designated times to meet with instructor and present measurement plan created during previous week. All students must be in attendance.

Week Ten: Social Media Buying

Monday, 3/6 – Sunday, 3/12

Learning Objectives:

- Identify and explain the various ads available for social media buying and how each can help a brand increase their online and social media presence.
- Create a social media buying plan that will outline ads to purchase as well as metrics to measure their performance.

Watch:

- Lecture: Social Media Buying

Required Readings:

- Paid Social Media: Why You Need It and What's Available: https://www.linkedin.com/pulse/paid-social-media-why-you-need-what-available-keith-a-quesenberry
- The Difference Between Earned, Owned & Paid Media (And Why It Matters for Lead Gen): http://blog.hubspot.com/marketing/earned-owned-paid-media-lead-generation#sm.0003ahptz5o4e4s11ep2m4423uqfw
- Marketers Search for Paid, Earned, Owned Balance: http://www.cmo.com/features/articles/2016/5/3/marketers-search-for-paid-earned-own-balance.html#gs.JKK_dO8
- The Complete Guide to Building Your Blog Audience: https://www.quicksprout.com/the-complete-guide-to-building-your-blog-audience-chapter-6/

Tool:

- Guide to Paid Social Media Options: http://www.postcontrolmarketing.com/wp-content/uploads/2016/11/FreeGuideToPaidSocialMediaOptions.pdf

Assignments:

- **1. Individual Discussion Post – DUE: Wednesday, 3/8/17, 11:59 PM EST**
  Select one social media buy discussed in the Week 10 lecture and readings, and do the following:
    - Title your discussion post with the name of the social media advertising buy you selected.
    - Answer the following questions in 300-500 words:
        - Give a brief overview of what the social media buy is and how it works.
        - What makes this buy so unique?

        - How could this social media buy benefit your client in the course? Are there any disadvantages that your client could experience by using this buy? If so, please explain why.
        - Provide the URL to the official source of the social media buy. Example: If you're discussing Facebook Ads, you will want to use this URL: https://www.facebook.com/business/products/ads

    Each student will provide a peer reaction to one student's submission for Discussion Post 3. Peer Reaction rubric and the Discussion Post Rubric are included in this syllabus. Discussion Post 3 is available on the course site in Canvas.

- **2. Individual Peer Reaction – DUE: Saturday, 3/11/17, 11:59 PM EST**
    - Once everyone has submitted their discussion post, choose ONE of your classmate's submissions and provide a reaction by responding to their post via the reply feature. Your reaction should be at least 100-150 words and provide meaningful insight to your peer's discussion post. You do not have to necessarily respond to a fellow group member, though you may want to review their submission, as posts compiled by different people from different perspectives may yield varying results. You may respond to anyone in the class.
- **3. Group Assignment: Social Media Buying Plan – DUE: Sunday, 3/12/17, 11:59 p.m. EST**
    - Each group will need to identify at least 5 potential advertising buys for their client from the list of paid social media options on the "Guide to Paid Social Media Options" PDF: http://www.postcontrolmarketing.com/wp-content/uploads/2016/11/FreeGuideToPaidSocialMediaOptions.pdf. A detailed rationale will need to be provided for each proposed advertising buy as well as a proposed monthly budget for each ad buy. The most recommended ad buys will need to be listed first. In the rationale for each, details of why the client should spend the allotted budget for each must be explained and instructional information must be provided as well for each ad buy so the client will understand why they should spend the money.
    - **One student from each group will need to turn in the assignment as a 3-5 page Microsoft Word document no later than Sunday, March 12 by 11:59 p.m. EST to receive full credit. Please make sure names of all group members are listed on the submission.**

Week Eleven: Budgeting for Social Media Data

Monday, 3/13 – Sunday, 3/19

Learning Objectives:

- Explain the components of a budget for social media data.
- Create a social media data budget.

Watch:

- Lecture: Budgeting for Social Media Data and Metrics

Required Readings:

- The 7 Components of Every Social Media Budget: https://blog.hootsuite.com/the-7-components-of-every-social-media-budget/
- Planning for 2017? 4 Quick Tips for Getting Budget Approval: http://www.lunametrics.com/blog/2016/09/29/tips-for-2017-budget-approval/
- You have $100 to Spend on Social Media Marketing. Here's One Way to Spend It: https://blog.bufferapp.com/social-media-marketing-budget

Assignments:

- **Group Assignment: Social Media Data Budget**
    - Using the budget template provided in the Week 11 module in Canvas, work together in your group to create a budget detailing the costs of all of the efforts you have proposed for your client during the semester. Make sure to include the costs of the following efforts and any metrics associated with each:
        - Lead generation strategies – giveaways, whitepapers, ebooks, etc.
        - SEO and social outreach
        - Social media ads and paid placements
        - Evaluation efforts
        - Metric tools – any paid platforms to measure and evaluate success as well as the cost of creating the efforts
    - Each cost needs to be a separate line item on your budget. Research will need to be conducted to determine the actual cost for each line item.

This assignment will need to be turned in with your Final Project during Week 12. Please see the Final Project section of this syllabus for more information and due dates.

Week Twelve: Final Project – Group Presentation

Monday, 3/20 – Sunday, 3/27

Learning Objectives:

- Deliver your Final Project to the instructors live via Adobe Connect.
- Complete a peer evaluation to assess the performance of your group members.

Watch:

- Due to final project presentations, there will be no lectures or videos to watch for this week.

Required Readings:

- Due to final project presentations, there will be no readings for this week.

Assignments:

- Your assignment this week will be turning in your group PowerPoint slides for your Final Project in Canvas and then delivering your live presentation with your group via Adobe Connect. Good luck!
    - PowerPoints are due at the time of your presentation. You will complete a Doodle by Monday, 3/20 to determine your presentation time.