

Social Media Metrics & Evaluation

MMC 6727

Summer 2017

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Contact:

If you have questions on course content or assignments, please use the Discussions Forum in Canvas or email directly (acass@jou.ufl.edu). If you think your question could be helpful for other students as well, please use the Discussion Forum – ‘General Course Questions’ so that everyone can see your question and my answer. Your success in this class will be determined by the amount of effort that you put into it. If you are unsure about something or would like to better understand a topic or assignment, reaching out is always the best idea.

Office Hours:

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

Instructor Bio:

Welcome! I have been teaching social media metrics and evaluation with UF since 2014 and currently work in the analytics department at an ad agency based out of Atlanta, Moxie. I am passionate about data and the impact it can have on key business decisions and (*nerd alert*) particularly enjoy digging around in Excel files or data visualization software and pivoting the data to really understand how audiences engage with brands across social. I have experience working with all types of data from Fortune 500 companies across the country, including Nike, Coca-Cola, UPS and American Cancer Society.

Course Website and Login

Your course is Canvas (UF e-Learning). Go to <http://lss.at.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. You might have to click All Courses at the bottom 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.

Connect – live class meeting

https://uflcoj.adobeconnect.com/sm_mmc6727/ (Links to an external site)

Meeting Time: We have 2 live lectures scheduled this semester, during weeks 8 and 10. We will meet at 9 PM EST on Tuesdays.

Course Description:

The course will be broken out into 4 quarters with each three-week period focusing on different objectives. Throughout the course, you will be empowered to work first-hand with native social media data using Excel. You will develop skills to assist you in assembling an analytics report in PowerPoint or Keynote that will be delivered to the class as if it were doing a real-life presentation to managers and business executives. In addition, we will practice report delivery at different points in the course so that you are able to gain confidence in speaking and answering questions about social analytics.

This course was developed to help you a.) understand the need and importance behind social media analytics and b.) to teach you how to leverage the data made natively available by Facebook and Twitter to evaluate social marketing campaigns. $\frac{3}{4}$ of this course will be spent working first-hand with data in Excel. After working with the data, you will learn how to identify key data points, create charts and graphs to visualize your analysis, glean insights and make actionable recommendations based on those insights. You will then learn how to put together a robust deliverable that highlights key findings from your analysis and provides sufficient detail for stakeholders to gain a thorough understanding of social performance.

Course Objectives:

At the end of this course, you will be able to:

- Confidently analyze social media data to identify trends and opportunities for success
- Choose the right methods to answer appropriate business questions
- Develop meaningful insights and provide actionable recommendations based on thorough analysis
 - These insights and recommendations will be based on goals and objectives of a particular social media strategy and will help to guide business decisions impacting said social media strategy
- To communicate insights and recommendations and analyses in both written, and oral, form.

It takes a lot of practice working with social data to become comfortable talking about it to business colleagues. This course will provide you with the hands on practice needed to develop a competency of working with native social network analytics (Facebook, Twitter and Instagram) and repurposing it into a high-level presentation.

Course Expectations:

Students must watch all class lectures and supplemental videos, attend live lectures and complete all assignments in a timely and professional manner. It is important that students respect the instructor and fellow students in all aspects of the course, including discussion boards and peer reactions. There will be assignments due every week during this 12-week course and some weeks, quizzes are expected to be

completed as well. If a student is struggling, it is expected that he or she will reach out to the instructor for assistance.

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 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.

Required Text:

While there is no required textbook that students must purchase, there will be links in Canvas to online articles or eBook downloads that students must read to successfully complete assignments. Additionally, the required text may be a link to an online video; it will be your responsibility to follow the course schedule to be prepared for each week.

Prerequisite knowledge and skills:

Students must have a working knowledge of Microsoft Excel and familiarity with statistical analysis in order to be successful in this course. If students need to brush up on these skills, it is recommended they watch the supplemental Lynda videos provided during week 1. If you still do not feel confident working with Excel, reach out to the instructor for additional help.

Additionally, students should have a basic understanding of social media marketing and how businesses are using Facebook, Twitter and Instagram. It is recommended you start following brands to see first-hand how businesses engage their audiences on social.

Teaching Philosophy:

Social media analysis is not a skill learned overnight. It takes plenty of practice working with the data and through trial and error, you will learn how to best visualize your analysis and deliver to your designated audience. There will be times when the data does not make sense, or you incorrectly format cells in Excel and it will be frustrating. In order to be successful in this course, you must approach this class with determination.

I encourage you to constantly question the data and talk out loud as you manipulate the data in Excel. Once you complete an assignment correctly, start fresh with the data and try again to make sure you have gained a solid understanding of how to work with the data and didn't just stumble upon the correct answer. Practice really does make perfect in social analytics.

Course Policies:

Attendance Policy:

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

Late Work and Make-up Policy:

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions.

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.

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.

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.

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:

All assignments, quizzes, etc. will be submitted electronically through Canvas. Your Final Presentation will be submitted in Canvas, however, the video portion may be published to YouTube or another video, sharing-enabled platform (you will submit link to watch via Canvas).

Deadlines:

This class, like others, involves many deadlines. Here is a reminder. The new lecture starts on Monday every week. The following outlines all other assignment due dates:

- | | |
|----------------------|---|
| • Quizzes | Midnight EST Wednesdays the week assigned |
| • Discussion Posts | Midnight Fridays the week assigned (exception: week 10) |
| • Peer Reactions | Midnight Sundays the week assigned |
| • Assignments | Midnight Sundays the week assigned |
| • Final Presentation | Midnight the last Friday of the semester |

Grading:

All assignment grading will be on 100 point scale. You have 21 total assignments during the course that vary in type and level of effort.

Your work will be evaluated according to the following distribution:

- Quizzes (3 total) 10%
- Discussion Posts (5 total) 25%
- Peer Reaction Discussion Posts (3 total) 10%
- Assignments (8 total) 25%
- Final Presentation (2 parts) 30%

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 A . The grade of 92.34 is A-. When the grade falls at a .5, I 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:

Pre-recorded lecture videos are published to Canvas for 9 of the 12 weeks. These videos will vary in length depending on the material, and it is your responsibility to watch each of the videos. It is recommended to begin working on material each Monday of the week. There may be more than 1 video to watch during the week.

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 the other along with the weekly readings.

There will also be 2 live lectures. These give you the chance to ask questions directly to the instructor. If you can't take part in these lectures there will be the opportunity to catch up by watching recordings.

However, you are expected to do all you can to participate in live lectures. They are scheduled late enough in the evening in order to accommodate for those working full time and/or on the west coast.

The aim is for this interaction is to provide you with more skills for your assignments and aid you in working with data in Excel.

Assignment Details:

Canvas Type Key: **Assignments**; **Discussion Post**; **Quiz**;

WEEK NUMBER	ASSIGNMENT NUMBER	ASSIGNMENT NAME AND CANVAS TYPE	DUE DATE
1 5/8-5/14	1	Getting to Know You (ASSIGNMENTS)	SUN, 5/14, Midnight EST
	2	Getting to Know Your Client (DISCUSSION POST)	FRI, 5/12, Midnight EST
	3	Getting to Know Your Client <u>Peer Reaction</u> (DISCUSSION POST)	SUN, 5/14, Midnight EST
2 5/15-5/21	4	Comprehension Quiz 1: The Metrics (QUIZ)	WED, 5/17, Midnight EST
	5	Metrics Overview (ASSIGNMENTS)	SUN, 5/21, Midnight EST
3 5/22-5/28	6	Comprehension Quiz 2: Lynda Videos (QUIZ)	WED, 5/24, Midnight EST
	7	Defining Success (DISCUSSION POST)	FRI, 5/26, Midnight EST
4 5/29-6/4	8	Facebook page-level Insights (ASSIGNMENTS – Excel)	SUN, 6/4, Midnight EST
5 6/5-6/11	9	Facebook post-level Insights (ASSIGNMENTS – Excel)	SUN, 6/11, Midnight EST
6 6/12-6/18	10	Twitter & Instagram Analytics (ASSIGNMENTS – Excel)	SUN, 6/18, Midnight EST
	11	Facebook Template (ASSIGNMENTS – Excel)	SUN, 6/25, Midnight EST

7 6/19-6/25	12	Twitter & Instagram Template (ASSIGNMENTS – Excel)	SUN, 6/25, Midnight EST
	13	Comprehension Quiz 3: The Data (QUIZ)	WED, 6/21, Midnight EST
8 6/26-7/2	14	Drawing Insights (DISCUSSION POST)	FRI, 6/30, Midnight EST
	15	Drawing Insights <u>Peer Reaction</u> (DISCUSSION POST)	SUN, 7/2, Midnight EST
9 7/3-7/9	16	Actionable Recommendations & Supporting/Analogous Data (DISCUSSION POST)	FRI, 7/7, Midnight EST
10 7/10-7/16	17	Practice Makes Perfect (DISCUSSION POST)	SUN, 7/16, Midnight EST
11 7/17-7/23	18	Final Presentation Outline (ASSIGNMENTS)	SUN, 7/23, Midnight EST
12 7/24-7/30	19 & 20	Final Presentation ASSIGNMENTS (Powerpoint) & DISCUSSION POST (Video recording)	FRI, 7/28, Midnight EST
	21	Final Presentation <u>Peer Reaction</u> (DISCUSSION POST)	SUN, 7/30, Midnight EST

Rubrics

Quiz Rubric:

Quizzes are graded for completion and accuracy. They are multiple choice, fill in the blank or short-form submission.

Discussion Post Rubric:

For some assignments, students will be required to submit **300-600 word discussion posts** around specific topics throughout the course. These assignments can be found in the Discussions section of Canvas. Students should submit their assignments to the appropriately named discussion board in Canvas.

	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.

Peer Reaction Discussion Post Rubric:

There are 3 weeks during this course that require peer reactions to submitted discussion posts. Once these assignments have been submitted in Canvas, you will 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%	Feedback includes quality insights that provide meaningful context for support.	Feedback includes quality insights that provide somewhat meaningful context for support.	Feedback includes obvious insights that provide meaningful context for support.	Feedback includes obvious insights that are not very meaningful.	Feedback does not include insights. Simply congratulates peer 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.	Grammatical errors are abundant, so much that it detracts assignment credibility.

Assignments that are not Discussion Posts* (weeks 2, 4, 5, 6, 7):

Most assignments will include the submission of a completed Excel file as well as a **300-600 word analytical evaluation** of the data (written analysis). The Excel file will be graded for completion as well as accuracy. Because certain data points are dependent upon others, having one wrong answer can tamper the entire data set. ***The accompanying analysis must include meaningful and thoughtful insights and go beyond stating the obvious. Question the data points and challenge yourself to answer the question ‘why’ you see what you do in the data set*** (i.e. Why did Fans added spike this day? Why did these points receive little engagement? Why did this post receive such high reach? etc.).

	100-93 Excellent	92-84 Good	83-80 Satisfactory	79-70 Poor	Less than 70 Unsatisfactory
Accuracy & Completion – 50% Excel Template	All data points are filled out and accurate. There may be one or two inaccurate numbers.	All data points are filled out and all to most are accurate. There are a handful of inaccurate numbers.	Most data points are filled out and accurate but there are several which are inaccurate. Some values might be missing/left empty.	Most data points are inaccurate or missing from assignment.	Majority data points are inaccurate or void of values.
Insights – 30% Written Analysis	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% 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 present so that it detracts assignment credibility.

*In certain circumstances, the instructor will allow for resubmissions to ensure students understand how to work with the required data.

Assignment 18 – Final Project Outline will be graded on completion. See below for list of requirements:

- Powerpoint presentation with a minimum of 10 and maximum of 20 slides
- Title, agenda, key takeaways and closing slides
- Fan analysis (include list of metrics you will feature in final report)
- Visibility analysis (include list of metrics you will feature in final report)
- Engagement analysis (include list of metrics you will feature in final report)
- Post performance analysis (include list of metrics you will feature in final report)

Final Presentation:

Part 1 (Assignment 19) – Powerpoint deck submitted to Assignments section of Canvas. In addition to including above mention requirements, you will be graded on the following criteria:

- Analysis
 - Actionable insights with quantifiable data points
 - Recommendations for moving forward
- Sourcing
 - Inclusion of secondary research that support your findings and recommendations
 - Source citation
- Mechanics (misspelled words, improper punctuation, bad grammar, formatting problems)
 - Organization and formatting
 - Clear and easy to interpret visuals

Part 2 (Assignment 20) – Video recording posted in Discussion board section of Canvas. You will be graded based on the following criteria:

- Working link to technically sound video recording (must be public so peers can view)
- Delivery and poise
- Verbalize at beginning or report the intended audience for your report
- Length (should not exceed 10 minutes)

	100-93 Excellent	92-84 Good	83-80 Satisfactory	79-70 Poor	Less than 70 Unsatisfactory
Quality (Insights & Analysis) - 40%	Consists of insightful and 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	Consists of insightful and 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	Consists of some insightful and 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,	Consists mostly of content that is neither insightful nor creative enough to engage the audience in many parts of the presentation. Several improvements are needed. Content shows	Content lacks insightful and 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

	the presentation.	understanding of the course material. Content is easy to read, but at times may be too much to distract from the presentation.	comprehensive understanding of the material and some content may be missing. Content at times distracts from the presentation.	a lack of understanding of the course material in many areas of the presentation. Content often distracts from the presentation.	entire presentation. Content also distracts from the presentation far too much.
Preparation (Organization & Content) – 30%	It is evident student has prepared for the presentation, speaking knowledgeably about the data and metrics. Student uses transitions and presentation flows with ease.	Student is mostly knowledgeable but there are times when he/she fails to show solid understanding of material they are presenting. Student uses transitions and presentation flows with ease.	Student is mostly knowledgeable but fails to show solid understanding of material they are presenting. Student uses transitions sometimes but there is lack of flow during presentation.	Student is not knowledgeable of material he/she is presenting but uses transitions effectively and presentation flows with ease.	Student is not knowledgeable of material he/she is presenting and it's evident they did not prepare. Student does not use transitions and there is lack of flow during presentation.
Poise – 20%	Student does not ramble and is very articulate in his/her delivery.	Student is mostly articulate and only stumbles over words once or twice during entire presentation.	Student is mostly articulate but begins to ramble, so much that it is noticeable but doesn't necessarily take away from the presentation.	Student rambles, so much that it is noticeable and begins to take away from the presentation.	Student rambles, repeat self, or constantly uses stall words such as um, and, or so.
Execution – 10%	There are no technical difficulties. Sound and quality of recording are prime. Does not exceed time limit.	There are no technical difficulties, with the exception of one or two hiccups. Does not exceed time limit.	Technical difficulties are present but student is able to troubleshoot and resolve. Does not exceed time	Technical difficulties are present and student is not able to troubleshoot. Background noise is prominent in	Technical difficulties are present throughout and there is significant issues with recording quality. Does not exceed

			limit.	recording. Does not exceed time limit.	time limit.
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All Assignments are due by MIDNIGHT EST on the day that they are due. Due dates can be found within the course schedule of the syllabus and in Canvas.

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 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 resources 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 distancesupport@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 misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

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

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

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

Schedule

Weekly module dates:

This course will operate on a Monday-Sunday schedule with week 1 beginning on 5/8. The last day of class is Sunday, July 30.

Week 1: 5/8-5/14

Week 7: 6/19-6/25

Week 2: 5/15-5/21

Week 8: 6/26-7/2

Week 3: 5/22-5/28

Week 9: 7/3-7/9

Week 4: 5/29-6/4

Week 10: 7/10-7/16

Week 5: 6/5-6/11

Week 11: 7/17-7/23

Week 6: 6/12-6/18

Week 12: 7/24-7/30

Course Schedule:

Introduction to the course

- **Watch Intro video: "Getting Started with MMC6727"**
 - Get to know your instructor
 - Review course goals, objectives and requirements

- Learn how to succeed in the class
- **ASSIGNMENT 1: “Getting to Know You”**

FIRST QUARTER: INTRO TO SOCIAL ANALYTICS

Week One: Introduction to Social Media Metrics and Evaluation

Learning Objectives:

- Discuss the importance of social media evaluation
- Describe how brands would measure social media performance
- Identify owned and earned analytics
- Discuss the current social landscape of your client with your peers

Watch:

- **Recorded Lecture 1: “Introduction to Social Media Metrics and Evaluation”**
- What is Analytics? https://www.youtube.com/watch?v=Gm-HbTvKw_0

Required Readings:

- The Evolution of Social Media <http://blog.hubspot.com/marketing/social-media-history>
- Measure Social Media Like a Pro (eBook download in Canvas)
- Social ROI
 - The Struggle to Prove <http://www.emarketer.com/Article/Do-Marketers-Rely-on-Instinct-Over-ROI/1012098>
 - Tips for Maximizing <http://www.socialmediaworks.com/news-tools-tips/social-media-return-on-investment/>
- What is Social Listening? <http://www.forbes.com/sites/danielnewman/2014/08/26/social-listening-enables-social-business/>
- The 15-minute Social Media Audit Everyone Can Do <https://blog.bufferapp.com/social-media-audit>

Assignments:

- **ASSIGNMENT 2: Getting to Know Your Client – Discussion Post**
 - Because we will be working with actual client social data, I want you to begin to familiarize yourself with their social properties. Like the page on Facebook and follow them on Twitter and Instagram. Spend time on each property to gain an understanding of who they are and how they represent themselves on social. Client details found on Canvas.
 - Once you have done your research, submit a 300-600 word discussion post that analyzes the client’s current social state and talk about what would be important for them to track and why it matters to them. ***This means listing out the specific metrics as they relate to each social channel.***
 - Some questions to ask to get you started include: What types of content are they posting? How often do they publish to Facebook v. Twitter v. Instagram? Do they engage with their Fans and Followers?
 - Look up similar organizations and compare your client findings to what others are doing on social. Are there any insights to be gleaned? Are other organizations generating more engagement on their social properties? Keep in mind, we will share our analysis with the people who actually run our client accounts, so the more valuable the insight the better.

- **ASSIGNMENT 3: Getting to Know Your Client – Peer Reaction**
 - Assignment 2 will be uploaded to the Discussions section of Canvas. Once everyone has submitted their assignment, choose ONE of your classmate’s assignments 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 and contribute to the assignment.
 - **Remember to include the words “OFFICIAL RESPONSE” in your reply.**

Additional Help:

- If you are not comfortable working in Excel, the following Lynda course has several short videos that cover an array of functionalities. I encourage you to watch these or reference them as we move through the course because it will help you visualize your data later on.
<http://www.lynda.com/Excel-tutorials/Excel-2010-Essential-Training/61219-2.html?org=ufl.edu>

Week Two: Metrics Overview

Learning Objectives:

- Define key metrics for Facebook, Twitter and Instagram
- Explain the difference between page-level and post-level Facebook metrics
- Explain the difference between unique and non-unique metrics
- Explain the difference between public vs. private metrics

Watch:

- **Recorded Lecture 2:**
 - **Video 1 “The Metrics”**
 - Demo Video: Facebook Metrics
 - **Video 2 “The Metrics”**
 - Demo Video: Twitter Metrics
 - **Video 3 “The Metrics”**
 - Demo Video: Instagram Metrics
 - **Video 4 – Creating charts in Excel**

Required Readings:

- A Marketer’s Guide to Facebook Metrics (eBook download in Canvas)
- The Complete Guide to Twitter Analytics (eBook download in Canvas)
- The Complete Guide to Facebook Analytics (eBook download in Canvas)

Assignments:

- **ASSIGNMENT 4: Comprehension Quiz 1 – The Metrics**
 - Log in to Canvas and complete Quiz 1: The Metrics. This quiz is testing comprehension of assigned readings from this week – you may reference these readings while you take the quiz.
- **DOWNLOAD:** Download the “Metrics Overview” file from Canvas Week 2 Page and spend time scrolling through the data. Memorize the definitions for the metrics as you will need to reference them throughout the remainder of the course. You will need to leverage this file to complete assignment 5.
- **ASSIGNMENT 5: Metrics Overview**

- Create charts or graphs for the requested metrics in the Assignments section of Canvas. Compile these visuals in 1 word doc and submit via Canvas.
- You will use the downloaded 'Metrics Overview' file to find all data points. Each graph/chart is worth 10 points. Pay attention to graph formatting. Do you need to include a legend? Do you have a title?

Week Three: Defining Success

Learning Objectives:

- Describe the difference between social goals and social objectives
- Create goals and objectives for the client
- Define key performance indicators and explain why they matter to social media measurement
- Define the 4 audience profiles and describe the varying importance of social data at each level

Watch:

- **Recorded Lecture 3: "Defining Success"**
- **Lynda Tutorial ONE: Web Analytics Fundamentals** <http://www.lynda.com/Business-Data-Analysis-tutorials/Web-Analytics-Fundamentals/123562-2.html?org=ufl.edu>
 - Watch the following sections:
 - Part 1. Intro: The Fear of Analytics (12 minutes)
 - Part 3. The Problem of Numbers (24 minutes)
 - Part 6. Everything is Measurable > The Value of Social Media (5 minutes)
 - Part 7. Creating Valuable Reports (28 minutes)
 - skip 'Replacing Ranking Reports'
 - ***When the speaker makes mention of website, consider a social site such as Facebook or Twitter and what the user's experience would be like on these sites instead. The concept is still applicable to social.*
- **Lynda Tutorial TWO: Online Marketing Fundamentals** <http://www.lynda.com/Analytics-tutorials/Online-Marketing-Fundamentals/188429-2.html?org=ufl.edu>
 - Watch the following sections:
 - Section 4: Foundation of Analytics (26 minutes)

Required Readings:

- Measuring Your Social Media Success <http://www.idealware.org/articles/measuring-your-social-media-success>
- Understanding Goals, Strategy, Objectives And Tactics in the Age of Social <http://www.forbes.com/sites/mikalbelicove/2013/09/27/understanding-goals-strategies-objectives-and-tactics-in-the-age-of-social/>
- Aligning Social Media Marketing Objectives and Metrics <http://www.origamilogic.com/blog/aligning-social-media-marketing-objectives-and-metrics>
- 7 Popular Goal-Setting Tips and Strategies That Will Help You Achieve Great Things on Social Media <https://blog.bufferapp.com/goal-setting-strategies>

Assignments:

- **ASSIGNMENT 6: Comprehension Quiz 2 – Lynda Videos**
 - Log in to Canvas and complete Quiz 2: Lynda Videos (you may reference notes you took while watching the tutorials)
- **ASSIGNMENT 7: Defining Success – Discussion Post**
 - Set 3 SMART goals with accompanying objectives that you think your client should strive to achieve on social. Consider the metrics we discussed last week: fan growth, brand awareness, social engagement, etc. when coming up with these goals. What do you think the client values most on social? What matters most to them?
 - With these goals and objectives in mind, list out the metrics you would track to measure success in achieving these goals and objectives.
 - Next, briefly describe how each Audience Profile mentioned in the lecture would value certain metrics over others and discuss which metrics those would be and why.

SECOND QUARTER: DATA MANIPULATION

Week Four: Facebook Page-Level Insights

Learning Objectives:

- Manipulate Native Facebook Insights data in Microsoft Excel (page-level metrics only)
- Visually display data by creating charts and graphs from numbers found in Native Facebook Insights export
- Provide written analysis about the data you have manipulated and visually displayed

Watch:

- **Recorded Lecture 4: “Facebook Page-level Metrics – Deep Dive”**
- **Facebook Audience Insights Tutorial** <https://www.youtube.com/watch?v=lqyvMJ2xtqM>

Required Readings:

- Facebook General Page Metrics <https://www.facebook.com/help/383440231709427/>
- Facebook Page Metrics – Likes, Reach & Engagement <https://www.facebook.com/help/355635011174004/>

Assignments:

- **ASSIGNMENT 8 – Facebook page-level insights**
 - Download the “Facebook Insights Data Export (Page Level)” file from Canvas
 - Create charts or graphs for the requested metrics in the Assignments section of Canvas AND provide 300-600 words (total) of analysis around the particular data showcased in the visuals you created.
 - TIP: save a copy of the downloaded file ‘as is’ and then save a separate version of the file you are manipulating. You might need to reference the unaltered file if you find that you make a mistake in your manipulation. *If you are having trouble putting together the charts in Excel, reference the Lynda tutorial highlighted during week 1.
 - **Copy the graphs/charts you created in Excel into a Word document and provide your written analysis under each visual (roughly 30-60 words per visual).**

- Upload the Word document to this assignment. Name this Word document as such: LastName_Assignment 8_FacebookPageLevel
- Chart completion (including accuracy) is 50% of the grade and the written analysis the remaining 50% of the grade.

Week Five: Facebook Post-Level Insights

Learning Objectives:

- Manipulate Native Facebook Insights data in Microsoft Excel (post-level metrics only)
- Visually display data by creating charts and graphs from numbers found in Native Facebook Insights export
- Provide written analysis about the data you have manipulated and visually displayed

Watch:

- **Recorded Lecture 5: “Facebook Post-level Metrics – Deep Dive”**
- **Facebook Insights Tutorial** <https://www.youtube.com/watch?v=wQcte3Q8TVM>

Required Readings:

- Facebook Page Post Metrics <https://www.facebook.com/help/336143376466063/>
- Additional Networks:
 - Tumblr https://secure.static.tumblr.com/ahtwo23/FsFnbn5ex/tumblr_analytics.pdf
 - Google+ (eBook download in Canvas)

Assignments:

- **ASSIGNMENT 9 – Facebook post-level insights**
 - Download the “Facebook Insights Data Export (Post Level)” file from Canvas.
 - Create charts or graphs for the requested metrics in the Assignments section of Canvas AND provide 300-600 words (total) of analysis around the particular data showcased in the visuals you created.
 - TIP: save a copy of the downloaded file ‘as is’ and then save a separate version of the file you are manipulating. You might need to reference the unaltered file if you find that you make a mistake in your manipulation.
 - **Copy the graphs/charts you created in Excel into a Word document and provide your written analysis under each visual (roughly 30-60 words per visual).**
 - Upload the Word document to this assignment. Name this Word document as such: LastName_Assignment 9_FacebookPostLevel
 - Chart completion (including accuracy) is 50% of the grade and the written analysis the remaining 50% of the grade.

Week Six: Twitter & Instagram Analytics

Learning Objectives:

- Manipulate native Twitter and Instagram Analytics data in Microsoft Excel (one file only)
- Visually display data by creating charts and graphs from numbers found in native Twitter & Instagram Analytics export
- Provide written analysis about the data you have manipulated and visually displayed

Watch:

- **Recorded Lecture 6: “Twitter & Instagram Metrics – Deep Dive”**
- **Twitter Analytics Tutorial** https://www.youtube.com/watch?v=aH-Ut_5beUk

Required Readings:

- **Twitter**
 - Twitter 101 (eBook download in Canvas)
 - Hashtag Campaign Measurement (eBook download in Canvas)
 - How to Improve Your Tweets Using Twitter Analytics
<http://www.socialmediaexaminer.com/improve-tweets-using-twitter-analytics/>
- **Instagram**
 - The Instagram Dilemma: To Click or To Not Click Through:
<http://www.adweek.com/socialtimes/the-instagram-dilemma-to-click-or-to-not-click-through/630877>
 - <http://oursocialtimes.com/how-to-use-instagram-for-marketing-and-measure-the-results/>
 - <http://www.emarketer.com/Article/Instagram-Will-Top-100-Million-US-Users-by-2018/1012148>
- **Additional Networks:**
 - Pinterest
 - <https://business.pinterest.com/en/blog/learn-more-about-your-customers-new-pinterest-analytics>

Assignments:

- **ASSIGNMENT 10 – Twitter & Instagram Analytics**
 - Download the “Twitter_Instagram Analytics” file from Canvas.
 - Create charts or graphs for the requested metrics in the Assignments section of Canvas AND provide 300-600 words (total) of analysis around the particular data showcased in the visuals you created.
 - TIP: save a copy of the downloaded file ‘as is’ and then save a separate version of the file you are manipulating. You might need to reference the unaltered file if you find that you make a mistake in your manipulation.
 - **Copy the graphs/charts you created in Excel into a Word document and provide your written analysis under each visual (roughly 30-60 words per visual).**
 - Upload the Word document to this assignment. Name this Word document as such: LastName_Assignment 10_TwitterInstagramAnalytics
 - Graph/chart completion (including accuracy) is 50% of the grade and the written analysis the remaining 50% of the grade.

THIRD QUARTER: TELLING YOUR STORY

Week Seven: Identifying Points of Evaluation

Learning Objectives:

- Identify points of evaluation
- Describe different reporting cadences
- Define organic vs. paid vs. total metrics and explain how they are different
- Discuss the value in comparing averages, percent change over time and net data
- Identify outliers among data sets, both qualitative and quantitative

Watch:

- **Recorded Lecture 7: “Identifying Points of Evaluation”**
- Real Life Example Demo Video

Required Readings:

- There is no required reading this week.

Assignments:

- **ASSIGNMENT 11 – Facebook Template**
 - Fill out template for Facebook analytics using the downloaded files from the previous three weeks. You will need to reference both the page-level and post-level exports to fill out this template.
 - You will download the template to complete the assignment in Canvas. You will also submit the completed template in Canvas as well.
 - This assignment will be graded for accuracy – 0.5 points will be deducted for each incorrect numerical value per cell.
- **ASSIGNMENT 12 – Twitter & Instagram Template**
 - Fill out template for Twitter & Instagram analytics using the downloaded files from the previous week.
 - You will download the template to complete the assignment in Canvas. You will also submit the completed template in Canvas as well.
 - This assignment will be graded for accuracy – 0.5 points will be deducted for each incorrect numerical value per cell.
- **ASSIGNMENT 13: Comprehension Quiz 3 – The Data**
 - This is a fill in the blank quiz and will test your knowledge to make sure you are manipulating the data correctly. You will need to reference the insights exports that you worked with during the previous 3 weeks. You may also reference the completed templates as some answers could be found there as well.

Week Eight: Drawing Insights

Learning Objectives:

- Draw insights from data what are both quantifiable and contextual
- Manipulate data to uncover deeper insights that help you tell this brand's social story
- Record yourself manipulating the data and explain how you derived the insights presented

- Provide feedback to your peers and share different approaches/perspectives to drawing insights

Watch:

- **LIVE LECTURE: TUESDAY, 6/27 – 9PM EST**
 - During this live demo, I will walk through the completed templates and guide you in drawing insights from the data.
 - We will discuss what it means to “dig deeper” into the data and uncover new data points that allow us to uncover more meaningful insights.
 - ***We will also go over formatting, rounding, and graph creation in Excel.***
 - If you are unable to attend this live lecture, a recording will be made available three hours after the session concludes.

Required Readings:

- Drawing Insights: Facebook Analytics Thought Starters (eBook download in Canvas)
- Why Do Millennials Use Facebook and Twitter <http://www.marketingcharts.com/online/why-do-millennials-use-facebook-and-twitter-52812/>
- Millennials Are All on Snapchat and Instagram, Right? <http://www.socialmediatoday.com/social-business/adhutchinson/2015-09-29/millennials-are-all-snapchat-and-instagram-right-maybe-not>
- Facebook Video Metrics <http://www.johnhaydon.com/how-to-view-facebook-video-metrics-in-facebook-insights/>

Assignments:

- **Assignment 14: Drawing Insights – Discussion Post**
 - Referencing the Facebook, Twitter & Instagram templates you filled out during week 7, chose a set of metrics (i.e. Fan growth and demographics, visibility, post engagement, negative feedback, post type and frequency, etc.) for each network and dig deeper into the data. Uncover insights by manipulating the data to find interesting stories (i.e. Status updates received 30% more reach than any other type of post during March, Fans added during the week before classes started was 10x the amount added during the week of finals, engagement decreased 25% during break periods, etc).
 - Support these insights with appropriate charts/graphs and 300-600 written words of analysis, specifically the insights gleaned from the data. Make sure your insights reference quantifiable data points.
 - ***Additionally, record a 1-3 minute video (using QuickTime, Jing, Vimeo, etc.) of yourself walking through the data and talking about what you see as you manipulate it. Include a link to this video in your discussion post.***
- **ASSIGNMENT 15: Drawing Insights – Peer Reaction**
 - Assignment 14 will be uploaded to the Discussions section of Canvas. Once everyone has submitted their assignment, choose ONE of your classmate’s assignments 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 and contribute to the assignment.
 - **Remember to include the words “OFFICIAL RESPONSE” in your reply.**

Week Nine: Making Actionable Recommendations

Learning Objectives:

- Make actionable recommendations to support business decisions
- Find and reference supporting/analogous data to back up your recommendations

Watch:

- **Recorded Lecture 8: “Making Actionable Recommendations and Incorporating Supporting/Analogous Data” (2 Videos)**

Required Readings:

- Potential supporting data article examples:
 - <http://www.adweek.com/socialtimes/working-with-the-instagram-community:618546>
 - <https://blog.twitter.com/2015/updated-trends-on-mobile><https://www.facebook.com/business/news/value-of-video>
 - <http://www.adweek.com/socialtimes/inside-the-evolution-of-millennials-how-you-should-market-to-them-today/618550>

Assignments:

- **ASSIGNMENT 16: Making Actionable Recommendations – Discussion Post**
 - Come up with 3 actionable recommendations based on the analysis you provided on the chosen set of metrics during the previous week. Find at least one example of supporting/analogous data for each recommendation. This supporting data can be an industry article that helps back up the story you are trying to tell. We reviewed a multitude of sources during the lecture so you should not have any trouble finding this support. You become more credible when you can back up your analysis and recommendations.
 - Use the following format for your post:
 - First Bullet: Actionable Recommendation 1
 - Second Bullet: Actionable Recommendation 2
 - Third Bullet: Actionable Recommendation 3
 - Fourth Bullet: link(s) to supporting/analogous data
 - ***Make sure to reference the insights for which you are making recommendations.
 - Incorporate your supporting/analogous data into your recommendation bullet to streamline your analysis.

FOURTH QUARTER: THE FINAL PRESENTATION

Week Ten: Practice Makes Perfect

Learning Objectives:

- Draw insights from data what are both quantifiable and contextual
- Manipulate data to uncover deeper insights that help you tell this brand's social story
- Visually display key data points and findings in chart or graph form
- Make actionable recommendations based on the insights draw
- Provide supporting/analogous data to back up your recommendations

Watch:

- **LIVE LECTURE: TUESDAY, 7/11 – 9PM EST**
 - This will be your opportunity to ask any and all questions regarding the data and your assignment for this week. If you are unable to attend this live lecture, a recording will be made available three hours after the session concludes.

Required Readings:

- There is no required reading this week.

Assignments:

- **ASSIGNMENT 17: Practice Makes Perfect – Discussion Post**
 - Replicate assignments from weeks 8 and 9 by analyzing a separate set of metrics (if you looked at Fan demographics data the first time, then look at post-level engagement this time).
 - In 300-600 words, share your analysis and the insights you gleaned from the data. Make sure these insights are meaningful and reference quantifiable data points to strengthen your points.
 - Upload supporting visual displays of the data you have chosen to analyze (copy and paste graphs/charts into a Word document and upload to your discussion thread).
 - Provide actionable recommendations based on the story you choose to tell and back up those recommendations with supporting/analogous data.
 - Be mindful of the metrics you choose to analyze. You can use the data you manipulate in these assignments as part of your final presentation.
 - **OPTIONAL:** at this point you are welcome to use data from your current employer, client or any brand that you have native analytics access to. Same rule applies that material from this week may end up being used as part of your final presentation.

Week Eleven: Compiling the Data

Learning Objectives:

- Create an outline of your final presentation
- Define the KPIs you will present in your final project

Watch:

- **Recorded Lecture 9: “Putting Together the Final Presentation”**

Required Readings:

- Displaying Data Tutorial (eBook download in Canvas)
- 10 Best or Worst Ways to Visualize Web Analytics Data (web is interchangeable with social)
<http://online-behavior.com/analytics/data-visualization>
- Data Analysis and Visualization Cheat Sheet (PDF download in Canvas)

Assignments:

- **ASSIGNMENT 18 – Final Presentation Outline**
 - Upload an outline of your final report in the Assignments section of Canvas (either Word doc or Powerpoint file).
 - You are welcome to cover as many metric points as you would like but make sure you are telling a cohesive social story complete with meaningful insights and actionable recommendations. You are not expected to deliver insights and recommendations this week, though feel free to begin putting everything together. This assignment is simply to outline your final deliverable of the course.
 - Report requirements:
 - Powerpoint presentation with a minimum of 10 and maximum of 20 slides
 - Title, agenda, key takeaways and closing slides
 - Fan analysis (include list of metrics you will feature in final report)
 - Visibility analysis (include list of metrics you will feature in final report)
 - Engagement analysis (include list of metrics you will feature in final report)
 - Post performance analysis (include list of metrics you will feature in final report)
 - Make sure you reference each requirement in your outline.

Week Twelve: The Final Presentation

Learning Objectives:

- Create your final presentation (PowerPoint file)
- Develop skills to deliver a successful presentation over the phone and/or computer
- Record yourself verbally delivering the presentation to key stakeholders

Watch:

- **Recorded Lecture 10: “Presenting Social Data”**
- **4 Tips to Host an Effective Conference Call** <https://www.youtube.com/watch?v=3PRNBaFZGsl>

Required Readings:

- Speak with Impact <https://www.forbes.com/sites/jacquelynsmith/2013/06/28/speak-with-impact-12-tips-for-better-telephone-meetings/#b54bea776784>
- 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:

- **ASSIGNMENT 19: The Final Presentation**
 - Upload your PowerPoint file of your final report to the appropriate Assignment in Canvas.
- **ASSIGNMENT 20: Video Recording – Discussion Post**
 - Record yourself presenting your final report to the audience you have chosen. Within this Discussion post, share a link to view your presentation within the body of the post.
 - **FINAL REPORT CRITERIA: Video + Deck**
 - Powerpoint presentation with a minimum of 10 and maximum of 20 slides
 - Title, agenda, key takeaways and closing slides
 - Fan analysis (include list of metrics you will feature in final report)
 - Visibility analysis (include list of metrics you will feature in final report)
 - Engagement analysis (include list of metrics you will feature in final report)
 - Post performance analysis (include list of metrics you will feature in final report)
 - Analysis must include the following:
 - Actionable insights with quantifiable data points
 - Recommendations for moving forward
 - Sourcing
 - Inclusion of secondary research that support your findings and recommendations (analogous data)
 - Source citation
 - The following will be evaluated but refer to rubric for specific grading criteria:
 - Mechanics (misspelled words, improper punctuation, bad grammar, formatting problems)
 - Organization and formatting
 - Clear and easy to interpret visuals
 - VIDEO: Working link to technically sound video recording (must be public so peers can view)
 - VIDEO: Delivery and poise
 - VIDEO: Verbalize at beginning or report the intended audience for your report
 - VIDEO: Length (should not exceed 10 minutes)
- **ASSIGNMENT 20: Final Presentation – Peer Reaction**
 - Assignment 20 will be uploaded to the Discussions section of Canvas. Once everyone has submitted their assignment, choose ONE of your classmate’s assignments and provide a reaction by responding to their post via the reply feature. Watch their video in its entirety and comment on the presentation as a whole as well as what particular parts stood out if any. Your reaction should be at least 100-150 words and provide meaningful insight and contribute to the assignment.
 - **Remember to include the words “OFFICIAL RESPONSE” in your reply.**

