

Practicum IV – Brand Viability

Winter 2018

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

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

Course Description:

This course is the capstone course for your practicum. It's the opportunity to bring everything together and see if you can transfer your social brand into a commercially viable channel. It is about elevating your brand and finding better and more constructive ways of engaging with your audience.

As a practicum, I am your consultant. I am here to share my thoughts, ideas, and personal experiences that can help inform your process. Success in the class will come from your determination to be successful and your skill at applying what you've learned to your efforts.

Continue to create content for your interest website, push content on Social Media channels, engage with industry influencers and produce weekly podcasts and/or bi-weekly vodcasts. Begin running advertising on your website, create social media targeted advertising for your website, and produce weekly email marketing for your website. Turn your website into a viable post-graduation opportunity by exploring e-commerce solutions and additional avenues of success.

Course Objectives:

By the end of this course, students will:

- Have created a multi-channel social media brand using all available and applicable levers.
- Understand how social advertising affects social media performance.
- Understand how to transition their social platforms into a brand.
- Build a growing social brand.

Course Goal:

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

Expectations:

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

Recommended Reading Text:

- Chapman, Steve. "[How to Make Money Online With YouTube.](#)"
- Collamer, Nancy. "[How to Make Money As a Blogger.](#)"
- Hallam. "[5 Outstanding Social Media Campaigns.](#)"
- Horton, Chris. "[Paid Advertising 101: Understanding Advertising on Social Media.](#)"
- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing It Right.
- Muarer, Christian and Weigmann, Rona. "[Effectiveness of Advertising on Social Network Sites: A Case Study.](#)"

Additional Readings:

Listed in the course schedule and in weekly modules on Canvas

Prerequisite knowledge and skills:

Students are required to take the first two semesters of their MA program before registering for practicum classes.

Teaching Philosophy:

In this class, students will engage in hands-on education of learned social media practices and in doing so, practice the rigors of social media. This class will require

creativity, diligence and a willingness to try new and diverse activities to generate and secure followers. While much of the class will be self-directed, I will happily be here to provide guidance, brainstorm and discuss new and notable trends.

Instructional Methods:

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

Course Policies:

Attendance Policy:

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

Late Work and Make-up Policy:

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

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

The new lecture week runs begins on Mondays.

Requirements for this course are consistent with university policies that can be found in the online catalogue at:

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

Grading:

Your work will be evaluated according to this distribution:

- Project Planning (community topic and basic plan) - 10%
- Mid-term evaluation - 25%
- Final Presentation - 65%

The final grade will be awarded as follows:

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

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

Weekly Consultation Lectures:

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

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

Project Planning:

1. This is your last chance to catapult your social channels before the final project due date. Your strategic advertising plan DRAFT is due by the end of WEEK THREE.
2. You will then need to create a strategic advertising plan for promoting content around your new community. Your strategic plan is due as your midterm in WEEK SIX. However, you will be asked to submit a rough plan or plan outline in WEEK THREE. This will be part of your assignment grade.
3. The rest of the semester will require you to prepare the semester end and final presentation.

Guided Learning Assignments:

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

Midterm Assignment: Strategic Plan

A midterm evaluation of your first semester practicum program will occur during WEEK SIX. This evaluation will require you to present the materials worked on to date, including your content strategy grid, your personality brand documents and your data analyzation plan. Student can choose the best means to present the work but a basic template will be provided. This will be a written presentation.

Rubric

	100-90 Excellent	89-80 Good	79-70 Satisfactory	Less than 70 Unsatisfactory
Approach – 50%	Competently describes and contextualizes strategic content approach and plan	Capably describes strategic content approach and plan	Struggles to describe strategic content approach and plan	Fails to fully describe strategic content approach and plan
Content Creation – 25%	Competently showcases examples of content strategy in action	Capably builds social media examples of content strategy in action	Struggles to build social media examples of content strategy in action	Fails to fully actualize social media examples of content strategy in action

Data Analysis and Growth – 20%	Competently shows connection between data analysis, content path and growth.	Capably shows connection between data analysis, content path and growth.	Struggles to show connection between data analysis, content path and growth.	Fails to fully connection between data analysis, content path and growth.
Gamification – 10%	Ranks in highest 10% of those in the class for their vision, plan and execution	Ranks in the middle of the class for their vision, plan and execution	Ranks in the bottom third of the class for their vision, plan and execution	Ranks in the bottom quarter of the class in explaining or portraying vision to the class

Final Presentation

For the final presentation, students will need to demonstrate the creation and growth of a personal brand, and how content is the cornerstone of that brand over the next two semesters. They must present their revised content marketing plan, social media channels, and data analysis strategy. This will be a video presentation lasting less than 5 minutes. Your classmates will watch and review videos.

Rubric

	100-90 Excellent	89-80 Good	79-70 Satisfactory	Less than 70 Unsatisfactory
Approach – 20%	Competently describes and contextualizes strategic content approach and plan	Capably describes strategic content approach and plan	Struggles to describe strategic content approach and plan	Fails to fully describe strategic content approach and plan
Followers – 35%	200%+ increase in aggregate followers across platforms since	100% increase in aggregate followers across platforms since mid-semester	50-75% increase in aggregate followers across platforms since mid-semester	50% or less increase in aggregate followers across platforms since

	mid-semester			mid-semester
Engagement – 35%	100%+ increase in organic views from unique visitors to website since preveious semester	99-50% increase in organic views since preveious semester	49-25%+ increase in organic views since preveious semester	24% or less increase in organic views since preveious semester
Gamification – 10%	Ranks in upper 25% of those in the class for overall aggregate audience across social platforms	Ranks between 75 and 50% of those in the class for overall aggregate audience across social platforms	Ranks between 50 and 25% of those in the class for overall aggregate audience across social platforms	Ranks in the bottom 25% of those in the class for overall aggregate audience across social platforms

University Policies

University Policy on Accommodating Students with Disabilities:

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

University counseling services and mental health services:

Counseling and Wellness resources

<http://www.counseling.ufl.edu/cwc/Default.aspx>

352-392-1575

****Netiquette: Communication Courtesy:**

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

Class Demeanor:

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

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

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

Getting Help:

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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

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

- Counseling and Wellness resources
<http://www.counseling.ufl.edu/cwc/Default.aspx>
352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

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

Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at

<https://evaluations.ufl.edu>

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

University Policy on Academic Misconduct:

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

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

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

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

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

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

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

ACADEMIC HONESTY

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

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

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

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

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

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

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

Schedule

Course Introduction:

Course Introduction Video:

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

Week One: Overview

Learning Objectives:

- Students will understand the rhythm of a successful social media channel.
- Students will understand the broad impact of how various channels play together.

Recommended Readings:

- Hallam. "[5 Outstanding Social Media Campaigns.](#)"
- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing It Right. (Part 1 + 4)

Assignments:

- Continue posting and creating content
- Continue to drive traffic to your website

Week Two: Social Advertising

Learning Objectives:

- Understand how social advertising drives traffic and consumption of social media content.

Recommended Readings:

- Horton, Chris. “[Paid Advertising 101: Understanding Advertising on Social Media.](#)”

Assignments:

- Continue posting and creating content
- Continue to drive traffic to your website

Week Three: Social Advertising Continued

Learning Objectives:

- Understand how various ad strategies work
- Understand how to use small amounts of money to drive big results
- Understand how companies think about using lots of money to get the biggest ROI

Recommended Readings:

- Muarer, Christian and Weigmann, Rona. “[Effectiveness of Advertising on Social Network Sites: A Case Study.](#)”

Assignments:

- Continue posting and creating content
- Continue to drive traffic to your website

Week Four: Guest Lecture

Learning Objectives:

- Students will engage with the guest lecturer to hear a real life case study on using social advertising, SEO and branded awareness to drive social media followers.

Watch:

- Live consultation session with top social media practitioners from major corporate brands. Please be prepared to join and ask questions in real time. This live session will also be a time to discuss planning with the professor and get real time feedback.
- Lecture will be recorded for those unable to join.

Recommended Readings:

- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing It Right. (Part 4)

Assignments:

- Continue posting and creating content
- Continue to drive traffic to your website
- **Guide Assignment:** Fill in the Social Works One Page System with your advertising priorities and KPIs.

Week Five: The Case for Email Marketing As a Social Tactic

Learning Objectives:

- Students will learn why email marketing still matters and how it boosts social media consumption

Recommended Readings:

- Workbook: Email Marketing – A Reversal of Frontiers

Assignments:

- Continue posting and creating content
- Continue to drive traffic to your website
- **Guided Assignment:** Review how you are capturing email addresses through your social media channels and develop a strategy to make this more effective. Remember: email conversions lead to sales.

Week Six: Midterm Evaluation - Strategic Advertising/E-Commerce Plan

Learning Objectives:

- Deliver a strategic advertising and/or e-commerce plan for review

Recommended Readings:

- None

Assignments:

- Deliver a strategic advertising or e-commerce plan for the class.
- Continue posting and creating content

Week Seven: E-Commerce

Learning Objectives:

- Understand whether or not your web brand can become an e-commerce opportunity.
- Understand if there is a viable business opportunity for your social media portal.

Recommended Readings:

- Chapman, Steve. "[How to Make Money Online With YouTube.](#)"
- Collamer, Nancy. "[How to Make Money As a Blogger.](#)"

Assignments:

- Continue posting and creating content
- Continue to drive traffic to your website
- **Guided Assignment:** Fill in the Social Works One Page System with your business goals, vision and audience.

Week Eight: Guest – Building a Brand to a Business

Learning Objectives:

- Review how you can transform your brand building work into a business.
- Review how to use advertising and e-commerce to scale your business.

Recommended Readings:

- None

Assignments

- Continue posting and creating content
- Continue to drive traffic to your website
- **Guided Assignment:** Build a one page business plan for your practicum work. As yourself: Is it scaleable into a business?

Week Nine: Cross-pollination

Learning Objectives:

- Understand how to cross-pollinate your channels with other similar or like-minded audience channels.
- Understand what it means to become an influencer and how to responsibly engage with your community.

Watch:

- Weekly lecture

Recommended Readings:

- Libby, Kristina. [You Don't Need Social Media, Unless You Are Doing it Right. \(Part 3\)](#)

Assignments:

- Continue posting and creating content
- Continue to drive traffic to your website

Week Ten: BREAK

Learning Objectives:

- None

Watch:

- None

Recommended Readings:

- None

Assignments:

- **Prepare for the final presentation**

Week Eleven: FINAL

Learning Objectives:

- Student will present and share their entire social media journey and results. The presentation will be made via video presentation and will be graded per the rubric described in the above section.

Watch:

- Final project presentation videos.

Recommended Readings:

- None

Assignments:

- **FINAL Projects due**

Week Twelve: Class Voting and Review

Learning Objectives:

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

Watch:

- Weekly lecture

Required Readings:

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

Assignments:

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

Disclaimer:

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