

4444 – Content Is King

Spring 2018

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Course Website: <http://elearning.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 about content. 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 from having done what you will be doing. Success in the class will come from your determination to be successful and your skill at applying what you've learned to your efforts.

This class will focus on how great content helps to enhance your brand story, your brand vision and your ability to build a community. Focus on content, test, review and re-test content on various platforms. Learn what attracts your community and which platforms work best for your brand. Experiment with new or niche channels like Pinterest, Snapchat, Vine, Tumblr, IMDB, Yelp reviews, Wikipedia and game marketing. Explore your skills at photo, video, contest marketing, etc. and use your knowledge of the community to further develop your strategic marketing plan.

Course Objectives:

By the end of this course, students will:

- Create various forms of content across channels.
- Use data tools to inform content creation
- Build on great content to expand fan growth

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 based on the knowledge gained through coursework. 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 Texts:

- Bakshy, Hofman, Watts, and Mason. "[Everyone's an influencer: quantifying influence on twitter.](#)"
- Boulin, Antoine. "[How Data and Editorial Teams Can Work Together.](#)"
- Cohen, Heidi. "[5 Facts Prove Visual Content Is a Guaranteed Winner.](#)"
- Cohen, Heidi. "[Visual Content Marketing with Free Images.](#)"
- Digital Strategy Consulting. "[Cannes Lions social media case study: Oreo's 'Daily Twist' wins Cannes Cyber Lions Grand Prix.](#)"
- Feldman, Barry. "[What Type of Content Should You Be Creating.](#)"
- Goel, Anderson, Hofman, Watts. "[The Structural Virality of Online Diffusion.](#)"
- Hemley, Debbie. "[26 Elements of A Gamefication Marketing Strategy.](#)"
- Himba, Maggie. "[How to Optimize Your Content for the Top 5 Social Networks.](#)"
- Lemin, Daniel. "[Photography for Social Media: 5 Detailed Tips.](#)"
- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing it Right.
- Matthews, Kristin. "[How Delta Used A Local Contest To Reach the Hearts of New Yorkers.](#)"
- Nir & Far. "[The Sneaky Trick Behind the Explosive Growth of the Kardashian Game.](#)"
- Richt, Daniella. "[8 Tips for Developing a Multi-Channel Social Media Strategy.](#)"
- Robischon, Noah. "[How BuzzFeed's Jonah Peretti Is Building A 100-Year Media Companys.](#)"
- Sarah Klein and Tom Mason. "[How to Win An Election.](#)" The New York Times.

- SDL. [“Content Finds the Customer.”](#)
- Sprout Social. [“Instagram Marketing Strategy Guide.”](#)
- Stanton, Andrew. [“The Clues to a Great Story.”](#)
- Zicherman, Gabe. [“How Games Make Kids Smarter.”](#)

Prerequisite knowledge and skills:

Students are required to have successfully completed Part One of their Practicum before registering for this course.

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 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-semester 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. You will be growing your community following here by creating great content. You will need to develop a strategic content plan for your channels. 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 FOUR. This will be part of your assignment grade.
2. The rest of the semester will require you to create original content for your community on multiple platforms based on the content. You will be making content however throughout the course of the semester starting on week one. The difference in the second part of the semester is that it will be more planful and strategic while testing out various activities and methodologies. The semester will end with a final presentation in WEEK ELEVEN.

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 instead 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, reflection, and constant content creation. 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 mid-semester evaluation of your work will occur during WEEK SIX. This evaluation will require you to present the materials worked on to date, including your content strategy grid, your data analyzation plan and your created content to date. This means that students will need to show growth over the first six weeks, show top performing content and their plan for creating better content going forward. Students will also need to showcase how they are measuring growth and the tools they are using to do so (i.e. the data analyzation plan). Students 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 – 20%	Competently creates and uses great content on social media channels.	Capably creates and uses good content on social media channels.	Struggles to create and use good content on social media channels.	Fails to create and use good content on social media channels.
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 show connection between data analysis, content path and growth.
Gamification – 10%	Ranks in highest 10% of those in the class for 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 for the next 2 courses, their top performing social media channels “wins” (i.e. top posts, brand enhancements, profile updates, etc), their social media growth and

data analysis strategy document. 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 showcases great content and strong plan for future content growth	Capably showcases great content and strong plan for future content growth	Struggles to showcase great content and strong plan for future content growth	Fails to fully showcase great content and strong plan for future content growth
Followers – 35%	200%+ increase in aggregate followers across platforms since mid-semester	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
Engagement – 35%	100%+ increase in organic views from unique visitors to website since previous semester	99-50% increase in organic views since previous semester	49-25%+ increase in organic views since previous semester	24% or less increase in organic views since previous 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.

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 what content is, what makes compelling content and why a content plan is important for an effective social media brand.

Recommended Readings:

- Digital Strategy Consulting. "[Cannes Lions social media case study: Oreo's 'Daily Twist' wins Cannes Cyber Lions Grand Prix.](#)"
- Feldman, Barry. "[What Type of Content Should You Be Creating.](#)"

- Libby, Kristina. [You Don't Need Social Media, Unless You Are Doing it Right. \(Part 2\)](#)
- Assignments:
 - Post on the social media channels that you created in the previous course.

Week Two: Data Driven Content

Learning Objectives:

- Students will create content based on data.
- Students will look at case studies to understand how data drives content creation and use those reflectively in their studies.
- Students will learn how content spreads online and how data tracking tools inform BuzzFeed in their content play.

Recommended Readings:

- Robischon, Noah. ["How BuzzFeed's Jonah Peretti Is Building A 100-Year Media Company."](#)
- Antoine Boulin. ["How Data and Editorial Teams Can Work Together."](#)
- Bakshy, Hofman, Watts, and Mason. ["Everyone's an influencer: quantifying influence on twitter."](#)

Assignments:

- **Guided learning assignment:** Gain insights from Google Analytics and Google Webmaster tools. Create one piece of content based on an insight and one piece of content based on intuition. Which performs better?
- Develop a system for using data to update and augment your content and to analyze what is and is not performing.

Week Three: The Social Works(out) System

Learning Objectives:

- Students will learn the Social Works(out) System – an easy tool for managing and planning content creation.
- Students will begin to implement weekly content posts based on the aforementioned system.

Recommended Readings:

- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing It Right.
- Goel, Anderson, Hofman, Watts. "[The Structural Virality of Online Diffusion.](#)"

Assignments:

- **Guided learning assignment:** Create a social media content strategy document along the lines of the Social Works (out) System.
- **Guided learning assignment:** Begin to fill document with relevant content
- Continue to post to social media

Week Four: LIVE Class - Creating a Content Stream – Elisa Benson and Gena Kauffman

Learning Objectives:

- Students examine a case study of how major publishing houses think about content creation as the Social Media Directors of Cosmo and Elle magazine join the class through live webinar. I

Watch:

- Live webinar/consultation with top social media practioners 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:

- None

Assignments:

- **Guided learning assignment:** Update your social media content strategy plan with learnings from how big brands plan strategy.
- Continue to post to social media

Week Five: The Power Of Storytelling

Learning Objectives:

- Students will discover additional storytelling techniques to make great content; some of these lessons may be a refresher from previous courses.
- Student will learn the importance of creating and driving stories within their social media content. The class will center on the concept of Context as King rather than Content as King.

Recommended Readings:

- Sarah Klein and Tom Mason. "[How to Win An Election.](#)" The New York Times.
- Stanton, Andrew. "[The Clues to a Great Story.](#)"
- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing it Right. (Part 2)

Assignments:

- Continue to post to social media

Week Six: Midterm Evaluation - Strategic Plan

Learning Objectives:

- Deliver a strategic content plan for review

Recommended Readings:

- None

Assignments:

- Deliver a strategic content management plan for the next three semesters of the class. This should be built using the strategy outlined in the Social Works (out) System and modified to fit your brands. You will need to also develop and present the contextual argument that your channels are trying to achieve within the context of the content plan and explain how you will use data to augment and update your plan over the next two and a half semesters.

Week Seven: Content Gamification

Learning Objectives:

- Review gamification of content from previous courses
- Use gamified content strategy to grow your social media presence

Recommended Readings:

- Matthews, Kristin. “[How Delta Used A Local Contest To Reach the Hearts of New Yorkers.](#)”
- Zicherman, Gabe. “[How Games Make Kids Smarter.](#)”
- Hemley, Debbie. “[26 Elements of A Gamefication Marketing Strategy.](#)”
- Nir & Far. “[The Sneaky Trick Behind the Explosive Growth of the Kardashian Game.](#)”

Assignments:

- **Guided learning assignment:**
 - Consider a gamification strategy for your platforms. From something as easy as a contest to as complex as a video game, determine how you will build, implement and run this execution.
 - Insert this into your content strategy plan within the next month.
- Continue to post to social media

Week Eight: Content Photography

Learning Objectives:

- Review the principles of how good visual content marketing (photography) enhances your social media platforms and creates more shareable content.
- Learn what top brands are doing to create great photo content and how this applies to the content you will be creating.

Recommended Readings:

- Cohen, Heidi. “[Visual Content Marketing with Free Images.](#)”
- Cohen, Heidi. “[5 Facts Prove Visual Content Is a Guaranteed Winner.](#)”
- Sprout Social. “[Instagram Marketing Strategy Guide.](#)”
- Lemin, Daniel. “[Photography for Social Media: 5 Detailed Tips.](#)”

Assignments:

- **Guided learning assignment:** Try multiple types of photography content and see what performs best for you on which channels To do this, post one

photo image every day for a week. Try different types of photos and filters. Included memes and text content.

Week Nine: Content Variant Pick-up Across Channels

Learning Objectives:

- Learn how various content performs differently on top channels and how to use this to your advantage as you develop your content.
- Learn how micro-channels can help you grow and change your reach on both regular platforms and web pages.

Recommended Readings:

- SDL. "[Content Finds the Customer.](#)"
- Richt, Daniella. "[8 Tips for Developing a Multi-Channel Social Media Strategy.](#)"
- Himba, Maggie. "[How to Optimize Your Content for the Top 5 Social Networks.](#)"

Assignments:

- **Guided learning assignment:** Take one piece of content and test it across your major channels. Where does it perform the best? Why? Use this knowledge to inform your strategic plan.

Week Ten: Content Personality

Learning Objectives:

- Refresh your understanding of how a brand personality drives and creates content.
- Understand the difference between an individual brand personality and a brand with personal attributes.
- Learn which personality your personal brand has and how this effects your contents ability to perform.

Recommended Readings:

- http://www.slideshare.net/wearesocialsg/what-makes-a-great-brand-36822196/12-ProjectReconnect_12We_Are_Social_The
- Libby, Kristina. [You Don't Need Social Media, Unless You Are Doing It Right.](#)

Assignments:

- **Guided learning assignment:** Figure out who is the “face” of your brand. Update your social profiles to reflect your brand “face.”
- Continue to post to your social media channels.

Week Eleven: FINAL

Learning Objectives:

- Student will present and share their content management documents and top performing content posts. The presentation will be made via video presentation and will be graded per the rubric described in the above section.

Recommended Readings:

- None

Assignments:

- **FINAL Projects due**

Week Twelve: Class Voting and Review

Learning Objectives:

- Learn how to spot good social media content by watching the work done by your peer group and evaluating their success.

Watch:

- Weekly lecture

Required Readings:

- Review the final presentations of other students.

Assignments:

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