

MMC 6936 – Content Marketing

Instructor: Bridget Grogan

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

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Purpose of Course:

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

Topics include:

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

Learning Outcomes:

Students will be able to:

Write a mission statement for a content marketing plan.

Identify a target audience and select a niche.

Set content marketing goals for a company or organization.

Establish an online footprint or brand using a blog

Write targeted messages and stories for their brand or product

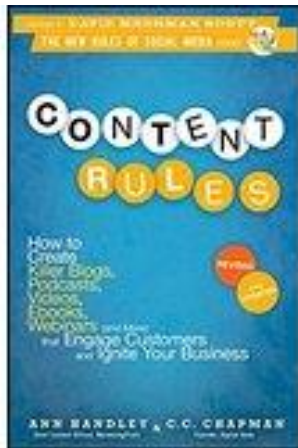
Use an editorial calendar

Brainstorm and mind map ideas and content

Generate story, brand and marketing ideas via various best practices

Assess the effectiveness of others' content marketing efforts

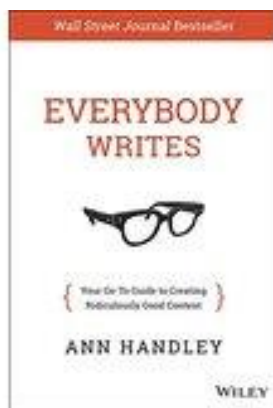
Required Materials:



Text 1: Handley, Ann and Chapman, CC (2012), *Content Rules: How to Create Killer Blogs, Podcasts, Videos, eBooks, Webinars, (and more) That Engage Customers and Ignite Your Business* 7th Ed. John Wiley & Sons, Inc.

ISBN-10: 1118232607

ISBN-13: 978-1118232606



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

ISBN-10: 1118905555

ISBN-13: 978-1118905555

Plagiarism:

No use of others' work will be allowed in any manner in this course where original work is expected. This includes the Written Review portion of the Mid-Term Project and Final Project, including all social media posts, blogposts, etc. If your Final Project is based on an existing organization, use of photos, videos or other visual elements will be permitted **only if** you give full credit to the **original** source and make a note of all such sources in your content marketing plan. Violation of this policy is grounds for a failing grade in the course and other action as recommended by the instructor.

Assignments and Evaluation:

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

Class Participation

Students will begin the course with zero participation points. Throughout the semester, they will be credited 10 points for each question answered in class when the instructor poses questions to the class. They can also earn 10 points for contributing to a class discussion with a comment. They can earn a maximum of 100 points.

Quiz Schedule:

Quiz 1 – date TBD

Content Rules – Chapters 1, 2, 3
Everybody Writes – pages 1 – 53

Quiz 2 – date TBD

Content Rules – Chapters 4, 5
Everybody Writes – pages 54 – 87

Quiz 3 – date TBD

Content Rules – Chapters 6, 7, 8
Everybody Writes – pages 89 – 119

Quiz 4 – date TBD

Content Rules – Chapters 9, 10, 11
Everybody Writes – pages 121 – 161

Quiz 5 – date TBD

Content Rules – Chapters 12 through 15
Everybody Writes – pages 162 – 201

Quiz 6 – date TBD

Content Rules – Chapters 16 through 20
Everybody Writes – pages 202 – 243

Quiz 7 – date TBD

Content Rules – Chapters 21 through 29
Everybody Writes – pages 244-275

Midterm Project – Due Date:

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

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

The Mission Statement

The Primary Goals

The Core Message and Two Secondary Messages

The Target Audience/Niche

Customer Benefits

The Unique Proposition

Slogans and Taglines

The Publication Schedule

The team will turn in a written review of the content marketing effort that they chose to present and critique. The written review will include an assessment of the factors listed above as well as a critique of the overall effectiveness of the content marketing effort. They will also answer the question “What could have been done differently to improve the effectiveness of the effort and WHY would this make a difference?”

Final Project – Due Date:

Students will work in teams to create a content marketing plan for a company, product, service, or non-profit organization that has been assigned to their team by the instructor. The content marketing plan will include, but is not limited to:

At least 8 blogposts

At least 12 tweets

At least 6 Instagram posts

At least 8 Facebook posts

At least 2 LinkedIn posts

At least two charts or graphic elements or one interactive element

A plan for one hangout or live meetup

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

Weekly lecture plan:

Week 1 (date):

Syllabus Review

Content Marketing Review

Portfolio Work – Discuss and Select Clients/Teams

Week 2 (date):

Quiz 1

Discussion of students’ client decisions

Inbound vs. Outbound Marketing

Content Marketing vs. Native Advertising

Developing Buyer Personas

Objectives Worksheet

Week 3 (date):

Quiz 2

Generating Ideas/Content Creation

Tone of Voice

Content Marketing Done Well

Target Audience Worksheet

Week 4 (date):

Quiz 3
Types of Content Content
Distribution Channels
Editorial Calendars
Strategy
Target Audience Worksheet Continued

Week 5 (date):

Quiz 4
Tips For Building Your Brand
Writing and Writing Tools
Technology and Content Marketing Worksheet

Week 6 (date):

Quiz 5
Repurposing Content
Content Curation
Generating Content Ideas

Week 7 (date):

Quiz 6
Student Team Mid-Term Presentations
Visual Content Marketing

Week 8 (date):

Quiz 7
Content Promotion
Micro-Influencer Marketing
The Importance of Blog Comments/How To Grow Your Numbers

Week 9 (date):

The Buyer's Journey
Landing Pages
Supervised work on final projects

Week 10 (date):

How To Build Your Content Marketing Team
Guest Speaker: Content Marketer Steven Gallo
Supervised work on final projects

Week 11 (date):

Search Engine Optimization
Supervised work on final projects

Week 12 (date):

Measuring and Analyzing
Supervised work on final projects

Week 13 (date):

Don't Make These Mistakes

Credibility/Fake News
Supervised work on final projects

Week 14 (date):

Final Projects Due, Final Project Presentations

Grade Scale:

The UF grading policy can be found in the graduate catalog online.

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

Attendance

<https://catalog.ufl.edu/ugrad/1617/regulations/info/attendance.aspx#absences>

The professor has the right to make attendance mandatory. For this course, it is mandatory. Anyone who misses one or two class days loses a full letter grade for the course. Because this course meets just one day per week for three periods back-to-back, missing one class day is significant. Missing more than two class days/6 class periods is grounds to be prohibited from further attendance by the professor. At that point, the professor can prohibit attendance and assign a failing grade for excessive absences. Absences count from the first class meeting.

In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. All of these require documentation in order to not lose a letter grade in the course. Other reasons also may be approved.

Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

If a student does not participate in at least one of the first two class meetings of the course, and he or she has not contacted the department to indicate his or her intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from the course.

Lateness is disruptive. Anyone coming late (after a 5-minute grace period) on more than one occasion loses a half-letter grade for the course.

Academic Integrity

You are required to abide by the Student Honor Code. Any violation of the academic integrity expected of you will result in a minimum academic sanction of a failing grade on the assignment

and possibly a failing grade for the course. Any alleged violations of the Student Honor Code will result in a referral to Student Conduct and Conflict resolution. Please review the Student Honor Code and Student Conduct Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
<https://sccr.dso.ufl.edu/wp-content/uploads/sites/4/2018/08/The-Orange-Book-Web.pdf>

Students with Disabilities

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the professor when requesting accommodation.

Help With Coping

The UF [Counseling and Wellness Center](#) is a terrific, free resource for any student who could use help managing stress or coping with life. The center, at 3190 Radio Road on campus, is open for appointments and emergency walk-ins from 8 a.m. to 5 p.m. Monday through Friday. To make an appointment or receive after-hours assistance, call 352-392-1575. You can also contact umatter@ufl.edu. The U Matter, We Care team can also help connect students to the many other helping resources including, but not limited to Victim Advocates, housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Course Evaluations

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

Student Complaint Process

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

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

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