

BRANDING USING SOCIAL MEDIA

MMC 6728 - Spring 2019

University of Florida, Online Masters in Social Media

3 Credit Hours

Instructor: Brianne Barta

Instructor

Brianne Barta

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[Connect with me on LinkedIn](#)

Contact Me

Please feel free to email, text, or call me with any questions or concerns. I strive to respond to students within 24 hours.

Office Hours

I'm happy to meet with students! We can connect virtually (such as Skype or FaceTime) or by phone appointment. Please email me in advance to coordinate.

About Brianne

Growing up in the digital age, I've spent most of my life glued to a computer screen. On days when I convince myself to get up, sign off Facebook and read a real book instead, I turn to my bookshelf which is cluttered with the latest titles on social media and digital strategy. As a marketer in today's world, I'm driven by the challenge to create content that is irresistibly compelling.

From my own professional experience and studies, I've learned that there's more to social media than just posting pretty pictures and hoping it works. There is actually a science behind creating content that is sharable and resonates with an audience. I love pairing psychology and creativity to develop effective social media campaigns.

I have been the voice behind many brands in a variety of industries including real estate, fitness, and non-profit. I can't wait to share my experience and best practices with you to help you find your personal brand voice as well as develop game-changing social media content in your careers.

Accessing the Course

Your course is in Canvas (UF e-Learning). Go to <http://elearning.ufl.edu/>. Click the orange "Log in to e-Learning" button. Login with your GatorLink account. Your course may appear on your Dashboard. If it is not on the dashboard, the course will be in the Courses menu on the left navigation. Click on "All Courses" on this menu.

After clicking "All Courses", you have the option to put the course on your dashboard by clicking on the star to the left of the course's name.

Contact the UF Help Desk at <http://helpdesk.ufl.edu/> or (352) 392-HELP (4357) if you have any trouble accessing your course.

About the Course

Course Description

This course teaches students how to develop both a personal brand as well as a company brand. Students will dive deeper into brand identity than just logos, colors, and fonts. Instead, students will do thorough research and discovery to define a brand's unique opportunities and differentiators. From there, students will use this information to develop branded content that highlights these opportunities and cements the brand in its category.

Branding on social media is an extension of a brand's overall purpose. In this course, students will first define a brand vision architecture to use as a platform for brand storytelling on social media. A focus on this critical step will provide clarity and consistency in brand messaging and ensure content adheres to a bigger overall strategy.

Students will produce social media content that furthers brand positioning, hits on strategic objectives, and nurtures relationships that lead to increased engagement, conversion and brand loyalty.

By the end of the course, students will demonstrate a commitment to producing a consistent and steady volume of content that makes a brand unmistakably identifiable to their audience.

Learning Objectives

By the end of the semester, students will be able to:

- Identify and execute a defined brand voice, aesthetic, and content framework that develops the student's own unique personal brand
- Consistently produce weekly content that further positions the student as a thought leader and influencer for their chosen subjects and interests
- Understand the strengths between each social media platform and create a tailored content strategy that maximizes each platform's potential
- Write and develop a brand architecture from start to finish that becomes the basis for a content strategy that correlates with company's brand purpose and goals
- Publish content that engages an audience and learn strategies to grow a strong social media following

Course Layout at Glance

Each weekly module will feature:

- Course objectives specific to a personal branding or social media topic
- A series of supplemental reading and/or videos within Canvas
- Recorded lecture
- One discussion and classmate response
- One assignment

Students are expected to respond to at least one classmate on each discussion by the following Wednesday in which it was originally due.



Course Expectations

Lectures

Lectures will be pre-recorded and uploaded in each Canvas weekly module. To supplement lecture topics, this course will consist of weekly discussion posts as well as six projects.

Attendance and Interaction

Throughout the 16 weeks of the course, students are expected to engage through discussions with their classmates and instructors as well as attend any live courses. If you are unable to attend live lectures, it is the student's responsibility to make up the attendance points by submitting a response paper. Students are encouraged to post general questions, social media news, cool examples of creative social media execution, etc. on our secret class Facebook group at [LINK](#)

Live lectures will be on: [ZOOM LINK](#)

Live classes will be Tuesday nights at 7p.m. on the following dates:

1/15, 1/29, 2/12, 2/26, 3/12, 3/26, 4/9, 4/23

Missed Lecture Response Papers

If you are unable to attend the scheduled live lectures due to work/family/other obligations, you can submit a response paper instead. Please email me within one week of the missed lecture. You must submit the following information to me as an attachment or in the email body.

- Name
- Date of Missed Course
- Reason for Missing Live Class Meeting
- Bulleted List of What You Learned
- Summary of Major Takeaways/Comments

Late Work and Make-up Policy

As with any course, deadlines are critical to this class. Students must adhere to the due dates outlined in this course, as there is a lot to learn and the class will move quickly! Extensions for deadlines will only be for preapproved emergencies. If you have a concern about a deadline, please reach out to me as far in advance as possible. 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:

Less than an hour late	05 points off
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

If a student is having technical difficulties with Canvas, there are other means to submit completed work. You may email .zip files or even links to Dropbox folders 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. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact the UF Help Desk at (352) 392-HELP.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process:

<https://www.dso.ufl.edu/care/medical-withdrawal-process/>.

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Email distancesupport@jou.ufl.edu and put “dropping a course” in the subject line. Your academic advisor will reply with the necessary procedures. 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>.

Ownership Education

As graduate students, you are not passive participants in this course. 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.



Resources

Recommend Textbook

Stand Out: How to Find Your Breakthrough Idea and Building a Following Around it
By Dorie Clark

Prerequisite Knowledge and Skills

Students are expected to have a basic understanding of popular social media platforms including Facebook, Twitter, Instagram, LinkedIn, and Snapchat. This course will require the creation of social media content which will require the use of graphic design programs such as Adobe Creative Suite or Canva. All students will be introduced in Canva during this course and will be able to successfully complete the projects even if you do not have a design experience. Canva is a free graphic design tool that I think you'll love!

Teaching Philosophy

This course will not just scratch the surface of personal branding -- you will have tangible takeaways and that provide clarity about who you are as a brand and influencer. You also will learn how to develop a company's brand from the ground up. My philosophy is to always ensure that your assignments are practical and can provide value beyond the duration of this semester. You will work on your personal brand for the first seven weeks of of the course, and then choose one brand to focus on for the remaining nine weeks.

Assignment Details

Discussions

There will be weekly discussions throughout the course that are treated like mini-assignments. They will reinforce content discussed during the lectures and will serve as practice exercises for other assignments and portfolio content.

Each discussion response will be worth 40 points, plus ten points for completing one classmate response. This results in a total of 50 points.

Assignments

Assignments in this course will focus on practical content you can use to build your personal brand and professional portfolio. Students will identify a single brand to work on for the majority of their assignments. By the end of the course, students will have created an in-depth social media style guide and personal brand website.

Grades

Grade Distribution

Discussions: 800 points (50 points each)

Assignments: 1600 (100 points each)

Final Project 1 - Branded Webpage: 300 points

Final Project 2 Style Guide: 300 points

Grading Scale

The final grade will be awarded as follows.

A	100%	to	92.5%
A-	< 92.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	82.5%
B-	< 82.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	72.5%

C- < 72.5% to 69.5%

D+ < 69.5% to 66.5%

D < 66.5% to 62.5%

D- < 62.5% to 59.5%

F < 59.5% to 0%

Current UF grading policies for assigning grade points:

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

Course Schedule

Weekly Module Dates

Please note that for the duration of the course, your discussion response to a classmate is due on Wednesdays by 11:59pm.

Week 1 through 7 - Personal Branding

Week 1: **Defining Brand You**

This week, students will evaluate their social media presence as well as their overall personalities to determine what makes them different. We will introduce the social media platforms in a way that specifically touches on benefits for personal branding and how to stand out.

- Discussion: Sally Hogshead: Different is Better than Better
- Assignment: Social Media Presence Audit / Survey

Week 2: **You are an Influencer**

This week, we will look at people who transformed their passions into big brands simply through creating a strong social media presence. We will learn that everyone has content they can create to add value and have an influence.

- Discussion: Vision board
- Assignment: Free-write of goals, strengths, passions, and how you think you can influence on social media

Week 3: **Your Brand on the Web**

This week, students will learn how to merge all of their content to create a branded portfolio. The portfolio will demonstrate their personal brand while showcasing professional projects.

- Discussion: Online Portfolio Platform of Choice and Links to Inspiration
- Assignment: Social Media Style Guide

Week 4: **Clarifying Who You Are & Establishing Credibility**

This week, students will learn how to hone in on their one-sentence personal pitch. We also will discuss the importance of consistency on social media channels to ensure your brand is presented in a way that is recognizable and appropriate to your audience.

- Discussion: Fascination advantage test, one sentence personal pitch
- Assignment: Headshots, social profile creation with bios, including LinkedIn, Highlight covers

Week 5: **Your Brand Identity**

This week, students will learn the basics for developing a visual identity for their brand. We will go over basic design principles and introduce them to Canva and other design resources.

- Discussion: Canva practice designing a meme, quote, or value-add Instagram post
- Assignment: Personal brand style tile

Week 6: **Creating Branded Content**

This week, students will identify what types of content they can create to add value in their chosen fields or subjects. We will define content pillars and themes that students can adhere to as a framework for content creation.

- Discussion: Content pillar ideas list and example posts
- Assignment: Networking event write-up

Week 7: **Demonstrating Thought Leadership & Influence**

This week, students will practice positioning themselves as a thought leader and influencer by authoring original content to share on their channels. They will also contribute to relevant conversations and document activities that further establish themselves as an influencer.

- Discussion: Instagram Story (Document vs. Create)
- Assignment: Thought leadership article on Medium or example blog post

Week 8: **Up Close & Personal Branding**

This week, students will extend their personal brand a bit further by learning about podcasting and starting a YouTube channel. Personifying your brand using voice or video makes a huge difference in making your brand discoverable and recognizable.

- Discussion: Podcast and/or YouTube Channel pitch/description
- Assignment: Recorded podcast or YouTube video

Week 9 through 16 - Company Branding

Week 9: **Social Media as Part of an IMC**

This week, students will understand the role social media plays as an extension of a brand's overall IMC. They will choose a brand and evaluate their overall branding and social media presence. We will discuss target audiences and platforms as the first step for students to create target personas for their brand.

- Discussion: Target & Category Insights for chosen brand
- Assignment: SWOT analysis of chosen brand

Week 10: **Creating a Brand Vision Architecture**

This week, students will learn how to draft a brand purpose and architecture to use as a platform for all branding activities, including social media. We will also practice Simon Sinek's "Start With Why" framework.

- Discussion: Why-How-What Circle Exercise
- Assignment: Brand Vision Architecture One-Sheet

Week 11: **Content Strategy: Part 1**

This week, students will identify four barriers, communications tasks, tactics, and core messages to use as a basis for their communication strategy across all brand channels.

- Discussion: Competitive Analysis
- Assignment: Communication Strategy Chart

Week 12: **Content Strategy: Part 2**

This week, students will use their defined barriers and communications tasks from part one as a guide to execute the GOST goal-setting method that informs future content themes. They will brainstorm ideas to use as hero, hub, and hygiene content for their chosen brand.

- Discussion: Brand Voice Exercise
- Assignment: Content Calendar

Week 13: **Social Media Style Guide**

This week, students will fine-tune their learnings over the course of the semester by determining a set of style rules to follow on social media. This will range from formatting guidelines to approved hashtags, voice/diction, emoji usage, and legal considerations.

- Discussion: Social Design Evaluations
- Assignment: Mood Board

Week 14: **Producing Content**

This week, students will learn about different tools to help them create content efficiently. They will also learn how to create a content calendar that ties into their pre-determined barriers and develop a robust schedule of content.

- Discussion: Social Media Tools
- Assignment: Theme Example Posts

Week 15: **Becoming a Relatable Brand**

This week, students will learn the importance of personifying the brand by incorporating relatable and timely cultural references. These types of posts may be impromptu and require attention to detail and swift action. We will discuss how to insert your content into trending conversations while remaining on-brand. We also will go over the benefits of throwaway, behind-the-scenes content.

- Discussion: Pop Culture Reference Posts
- Assignment: Blog Post

Week 16: **Final Project Presentations**

This week, students will present a link to their branded personal website as well as the finished style guide for the brand they have been working on throughout the semester.

- Final: Link to Branded Website
- Final: Social Media Style Guide



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. Netiquette Policy is available [here](#).

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.

Our role as instructors is to identify critical issues related to the course, direct you 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 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/> or visit:

- Counseling and Wellness resources or 352-392-1575
- Disability resources
- Resources for handling student concerns or issues - distancesupport@jou.ufl.edu

Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course through evaluations at <https://evaluations.ufl.edu>.

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/%20sccr/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.