

PUR4501

Social Media Listening & Analytics

FALL 2022 COURSE SYLLABUS

INSTRUCTOR	Natalie Asorey (<i>she/her</i>) Lecturer, Public Relations Department Email: nasorey@ufl.edu Twitter: @natalieasorey LinkedIn: https://www.linkedin.com/in/natalieasorey
CLASS TIME	Mondays, 12:50 – 2:45 p.m. Wednesdays, 12:50 – 1:40 p.m. <i>Zoom link is available on Canvas</i>
LET'S CHAT	Use my Calendly to schedule time to chat about the course, your project, career advice – anything!

ABOUT THE COURSE

Social media provide a wealth of data that can help organizations better understand and build relationships with their publics. In this three-credit course, you will learn to leverage social media data to draw insights about an organization and its publics, provide actionable, data-driven recommendations and inform social media strategy. It builds on what you learned in PUR3622: Social Media Management, which is a prerequisite for this course.

You will gain hands-on experience social listening, analyzing native analytics, using measurement tools, developing evaluation plans and building and presenting social media listening and analytics reports.

This course is centered on you and your needs. Real-world applications will help you build a robust portfolio that showcases your social media listening and analytics skills.

COURSE OBJECTIVES

In this course, you will gain experience measuring the success of social media efforts and analyzing social media data to prepare you to meet the demands of today's industry. You will:

- Understand the role of social media data and analytics in helping organizations achieve their goals and understand their publics;
- Identify and select key performance indicators to accurately measure the success of social media efforts;
- Analyze social media data using native analytics and social media listening and measurement tools;

- Draw meaningful insights and provide actionable and strategic recommendations based on thorough social media data analysis;
- Develop social media measurement plans and listening and analytics reports, and communicate findings and recommendations effectively;
- Examine the ethical and legal implications of leveraging social media data;
- Develop and apply critical thinking, listening and professional skills through assignments that mimic industry work with clients and peers.

COLLEGE OF JOURNALISM & COMMUNICATIONS OBJECTIVES

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- Present images and information effectively and creatively, using appropriate tools and technologies;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- Effectively and correctly apply basic numerical and statistical concepts;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply tools and technologies appropriate for the communications professions in which they work.

FORMAT & CONTENT

We'll meet Mondays and Wednesdays on Zoom. You can access all course materials, including our Zoom sessions, online through e-Learning on Canvas (<https://elearning.ufl.edu/>).

I will publish the materials for the following week every Thursday, and you'll receive a weekly email with announcements and upcoming due dates every Friday. It is important for you to keep up with all course materials. Canvas can remind you of upcoming due dates, so please check the site daily.

Privacy Notice

Our class sessions may be audio visually recorded and posted on Canvas. If you participate with your camera on or use a profile image, you agree to have your video or image recorded. If you do not consent, please keep your camera off and do not use a profile image. Likewise, if you unmute during class to participate verbally, you agree to having your voice recorded. If you would not like to have your voice recorded, please stay on mute and communicate in the chat. See also the “in-class recording” policy below.

MATERIALS

We will use the following text this semester:

- Duarte, N. (2019). DataStory: Explain data and inspire action through story. Oakton: Ideapress Publishing. ISBN: 1940858984

There will also be required weekly online readings and videos assigned each week. You will also use social media platforms (e.g., Facebook, Instagram, LinkedIn or Twitter) and other programs (e.g., Excel, Tableau and NetBase Quid) to complete assignments for this course. I will guide you through how to access and use these tools.

GRADING & ASSIGNMENTS**GRADING POLICY**

Final grades will be based on the following scale:

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|------|---------|------|-----------|
| • A | 92-100% | • C | 72-77% |
| • A- | 90-91% | • C- | 70-71% |
| • B+ | 88-89% | • D+ | 68-69% |
| • B | 82-87% | • D | 62-67% |
| • B- | 80-81% | • D- | 60-61% |
| • C+ | 78-79% | • E | below 60% |

COMPONENTS OF YOUR FINAL GRADE

- **Evaluating Listening & Analytics Tools (10%)** – For this assignment, you will activate a free trial of a social media listening or analytics tool to explore its capabilities and features. You will record a short video demo and share a written perspective.
- **Discussions & In-Class Activities (40%)** – Discussions and in-class activities will encourage you to think critically and apply the skills learned throughout the course, including identifying keywords, setting benchmarks and analyzing data directly from Facebook, Twitter, LinkedIn, etc. (These assignments have helped students land internships – woot!) Specific details about each assignment will be provided throughout the semester.
 - Your lowest grade from “Discussions & Activities” will be automatically dropped.
- **Group Social Listening Report (30%)** – With your group, you will develop a social listening report with actionable recommendations for a client of your choice. You will complete components of the report throughout the semester using various social media monitoring

and listening tools. These components will count toward your final grade. The final project will require you to create a PPT and present as a team via Zoom. Your team members' evaluations of your contribution and overall participation will affect your grade, too. See the breakdown below:

- Components – 40%
 - Final Project and Presentation – 40%
 - Peer Reviews of Components – 10%
 - Self & Peer Evaluations – 10%
- **Case Study Analysis (10%)** – You will select one data-driven social media campaign and analyze how and how successfully the organization evaluated its social media efforts. Did it set SMART outcome objectives? Were these aligned to business and communications goals? Which KPIs did it measure? What could it have done differently? You must submit the social media campaign you've selected by October. The analysis is due at the end of the semester.
 - **Class Participation (10%)** – Though attendance isn't mandatory, your participation is important in this course. You must be fully present and actively contribute to discussions, activities and peer reviews to show your understanding of the subject and demonstrate your critical thinking skills throughout the semester.

COURSE EXPECTATIONS

ATTENDANCE & PARTICIPATION

Attendance is not mandatory but highly encouraged. Together we will set expectations for attendance and participation in the course during the first week of class.

If you know you will be absent or late to Zoom, please let me know as early as possible. Course materials and assignments will be available on Canvas, and you may ask your peers for class notes. Please also let me know if you have any technical issues connecting to Zoom.

If any class meetings conflict with your religious events, please let me know so that we can plan accordingly.

Requirements for class attendance, make-up assignments and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

SUBMITTING ASSIGNMENTS

Social media measurement takes time and practice. Sometimes the data do not seem to make sense, and it can be tempting to make unfounded assumptions. Pay attention to detail, be curious and question everything.

Manage your time wisely. Please do not wait until the last minute to start working on your assignments. Public relations and social media professionals are often bound by tight, important deadlines and missing these can damage their and their clients' reputation.

Everything you write for this course must be coherent, logical and carefully edited. All assignments must be "client-ready," which means they have been proofread, reviewed and formatted so they are ready to submit to your client (or in this case, to me). Closely review all numbers and data points – it's easy to make a mistake.

Assignments will be completed either individually or as a group, as indicated on Canvas. I will assign groups for your social media project at the beginning of the semester.

Deadlines & Late Policy

- All assignments are due on Canvas by 11:59 p.m. on the due date unless otherwise noted.
- Though late assignments are not generally accepted, you may submit one assignment late (48 hours maximum) without any penalty, but you must email me to let me know.

Requirements for make-up assignments and other work in this course are consistent with university policies found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

ACADEMIC HONESTY

The work you submit must be your own and specific to this course. You may be asked to reflect on your past experiences for assignments, but you should not submit anything that you wrote for another class, internship, as a volunteer or in another academic or professional setting as work for this course.

Use APA format to cite all sources, including websites and social media pages. Anything copied word for word must have quotations around it and clear attribution. This must be done for all discussions, assignments and projects. You must also list your sources in a references page.

As a UF student, you are bound the UF Student Conduct and Honor Codes, which provide examples of unethical academic behavior, such as cheating, plagiarism, misrepresentation and fabrication. Any case of academic dishonesty will result in failing the course. I will follow university guidelines for any incidents of academic dishonesty. To view the UF Student Conduct and Honor Codes, visit: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

PROFESSIONALISM

The College of Journalism and Communications is a professional school, and professional decorum is expected at all times. You are expected to conduct yourself in an honest, ethical, respectful and courteous manner with other students and with me, abiding by the UF Student Conduct and Honor Codes.

Because this course will be entirely online, please follow rules of common courtesy for email, discussions and chats. UF provides a Netiquette Guide for Online Courses here:

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>.

INCLUSION, DIVERSITY, EQUITY & ACCESS

In this course, we will welcome and respect each other and all who join us. I am committed to making this course and all our interactions inclusive, equitable and accessible, and I will be intentional about sharing materials and activities that celebrate and respect our diversity of ethnicity, race, culture, gender, sexuality, disability, age and socioeconomic status. Your feedback and suggestions are always encouraged and appreciated.

If I can make this a better learning experience for you, in any way, please let me know and we will work together to make it happen.

STUDENTS WITH DISABILITIES

Students with disabilities who would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](#). If you have an accommodation letter, please let me know as early as possible in the semester.

To contact the Disability Resource Center, visit <https://disability.ufl.edu/> or call 352-392-8565.

LET'S CHAT!

I'm here for you! Please email me at any time during the semester about questions or concerns you have or use [my Calendly](#) to schedule time to chat via Zoom or phone. I'm happy to provide feedback or guidance on assignments, talk about career advice and support you in and out of the classroom.

I will always do my best to make myself available, but please allow up to 48 hours for a response.

COURSE TIMELINE

This timeline is subject to change. Access the [live timeline with due dates](#) here.

Part 1: Setting the Stage

Week 1: Aug. 24	Why Social Media Listening & Analytics Matter
Week 2: Aug. 29	Setting Goals, Objectives and Benchmarks
Week 3: Sept. 5	Measurement and Attribution Across the Customer Journey (<i>Labor Day – No Class Sept. 5</i>)

Week 4: Sept. 12 Setting up for Social Listening Success

Part 2: Collecting and Analyzing Data

Week 5: Sept. 19 Using NetBase Quid for Social Listening

Week 6: Sept. 26 Using Excel to Analyze Native Social Media Data – Part 1

Week 7: Oct. 3 Using Excel to Analyze Native Social Media Data – Part 2

Week 8: Oct. 10 Using Tableau for Social Media Data Visualization

Part 3: Generating Observations, Insights and Recommendations

Week 9: Oct. 17 Generating Observations & Insights

Week 10: Oct. 24 Making Actionable Recommendations

Week 11: Oct. 31 Testing & Experimentation: A/B, Brand Lift and Conversion Studies

Part 4: Reporting and Communicating Social Media Data

Week 12: Nov 7 Reporting Social Media Analytics

Week 13: Nov 14 Analyzing Case Studies

Week 14: Nov 21 Tissue Sessions

(Thanksgiving – No Class Nov. 23)

Week 15: Nov 28 1:1 Meetings

Week 16: Dec 5 Last week of the semester; final projects due

OTHER COURSE POLICIES & RESOURCES

IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class

section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

ONLINE COURSE EVALUATION POLICY

At the end of the semester, please provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. You will be notified when the evaluation period opens and can complete evaluations through the email you receive from GatorEvals, in your Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

CAMPUS RESOURCES

Health & Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.

- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process.](#)