

MMC 6936 – Content Marketing

Instructor: Bridget Grogan

Office Hours: By appointment

E-mail: bgrogan@wuft.org

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 develop a marketing strategy.

Topics include:

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

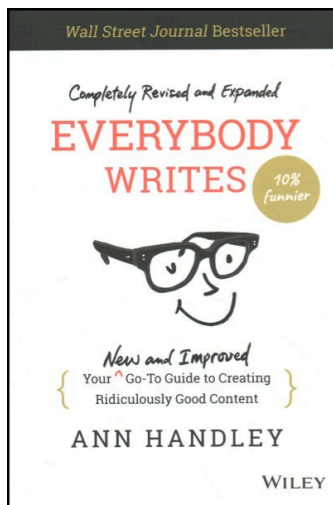
Brainstorm and mind map ideas and content

Generate story, brand and marketing ideas via various best practices

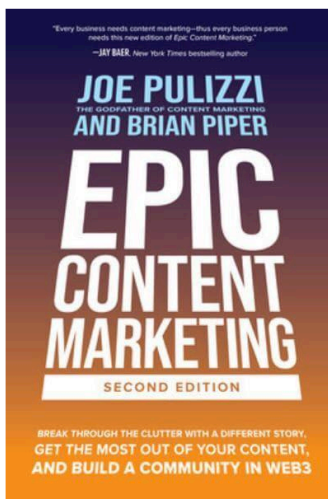
Assess the effectiveness of others' content marketing efforts

Learn best practices for written and visual content creation

Required Materials



Text 1: Handley, Ann (2023), *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content*, 2nd edition, John Wiley & Sons, Inc.
ISBN-10: 1119854164
ISBN-13: 978-1119854166



Text 2: Pulizzi, Brian and Piper, Brian (2023), *Epic Content Marketing: Break Through the Clutter with a Different Story, Get the Most Out of Your Content, and Build a Community in Web3*, 2nd Edition, McGraw Hill
ISBN-10 : 1264774451
ISBN-13 : 978-1264774456

Assignments and Evaluation

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

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 – Epic Content Marketing – pages 1-29

Everybody Writes – pages 1-43

Lecture material

Quiz 2 – Epic Content Marketing – pages 33-58

Everybody Writes – pages 44-84

Lecture material

Quiz 3 – Epic Content Marketing – pages 59-87

Everybody Writes – pages 164-200

Lecture material

Quiz 4 – Epic Content Marketing – pages 89-109

Everybody Writes – pages 85-119

Lecture material

Quiz 5 – Epic Content Marketing – pages 111-158

Everybody Writes – pages 120-163

Lecture material

Quiz 6 – Epic Content Marketing – pages 159-193

Everybody Writes – pages 200-246

Lecture material

Quiz 7 – Epic Content Marketing – pages 195-238

Everybody Writes – pages 247-281

Lecture material

Quiz 8 – Epic Content Marketing – pages 239-280

Everybody Writes – pages 282-322

Lecture material

Quiz 9 – Epic Content Marketing – pages 281-306

Everybody Writes – pages 323-361

Lecture material

Quiz 10 – Epic Content Marketing – pages 307-334

Everybody Writes – pages 362-391

Lecture material

Midterm Project

Content Marketing Presentation and Written Review: Students will work in teams of 2 or 3 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

Students will work in small teams to create a content marketing plan for a company, product, service, or non-profit organization. The content marketing plan must include, but is not limited to:

An Editorial Calendar

At least 8 blog posts

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

At least one video

A plan for one hangout or live meetup

All of the above MUST BE original work, including photos and videos.

The student's portfolio will also include a separate report based on the Objectives Worksheet, Target Audience Worksheet, and Technology and Content Management Worksheet that were developed in class. The report will answer all of the questions that the worksheets ask but will be presented in a report form, not in a question-and-answer format. The Editorial Calendar should be included in this report.

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.

Weekly Lecture Plan

Week 1 – August 28

Syllabus Review

Content Marketing Review

Portfolio Work – Discuss and Select Clients/Teams

Week 2 – September 11

Quiz 1

Inbound vs. Outbound Marketing

How to Generate Content ideas

Discussion of students' client decisions

Week 3 – September 18

Quiz 2

Developing Buyer Personas

Tone of Voice

Week 4 – September 25

Quiz 3

Building Your Brand

Week 5 – October 2

Quiz 4

Types of Content, Distribution Channels, Editorial Calendars, Strategy

Objectives Worksheet

Week 6 – October 9

Quiz 5

Repurposing Content

Content Curation

Target Audience Worksheet

Week 7 – October 16

Quiz 6

Brand Engagement

Writing and Writing Tools

Target Audience Worksheet Continued

Technology and Content Marketing Worksheet

Week 8 – October 23

Quiz 7

Student Team Mid-Term Presentations

Week 9 – October 30

No Class this week

Week 10

No quiz

Visual Content Marketing

The Power of Words

Week 11 – November 13

Quiz 8

The Buyer's Journey

Non-Obvious Megatrends and Insights

*Supervised work on final projects

Week 12 – November 20

Quiz 9

The Speed of Trust

Creativity

*Supervised work on final projects

Week 13 – November 27

Quiz 10

Measuring and Analyzing

Don't Make These Mistakes

*Supervised work on final projects

Week 14 – December 4

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.

UF Honor Code

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.**” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code. If you have any questions or concerns, please consult with the instructor in this class.

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

Diversity

The University of Florida’s College of Journalism and Communications Department of Journalism embraces a commitment toward an intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. We expect each of our courses to help foster an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

We serve, help and inform everyone. In order to best carry out these ideals, we must exhibit respect, inclusiveness, and an understanding for all people. Our differences will serve as a strength that we embrace in this course. Exposure to different perspectives, values, ideals, and experiences will make us all better, more compassionate, and more understanding. We all learn best and maximize our outcomes when we feel comfortable. Please let me know what I can do to ensure you feel respected and welcomed in this space.

You *will* encounter ideas and thoughts you do *not* agree with but understand that this is one of the central purposes of this course. Sometimes, we need to feel uncomfortable in order to step outside of our worlds and enter the realities of others. We seek to be challenged!

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.

Accommodations For Students With Disabilities

Students requesting classroom accommodation must first **register with the Dean of Students Office**. The Dean of Students will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Online Course Evaluations

Students are expected to 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/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their 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 and 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.