

**University of Florida College of Journalism and Communications Department of Public Relations**

**PUR 4501, Social Media Listening and Analytics (3 credit hours)**

**Summer A 2025**

**M | Periods 2-3 (9:30 AM - 12:15 PM) W | Periods 2-4 (9:30 AM - 1:45 PM)**

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/>).

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**Instructor Name:** Jason Nam (*he/him*)

**Office Hours:** By appointment

**Email Address:** [g.nam@ufl.edu](mailto:g.nam@ufl.edu)

**Response time:** Expect a response within 24-48 hours. All e-mail correspondence to the course instructor must originate from your ufl.edu account, contain your course and section number in the subject line and have your full name in the body of the e-mail.

**LinkedIn:** <https://www.linkedin.com/in/jason-gwiwon-nam/>

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**Prerequisites** PUR 3000 with a minimum grade of C and PUR 3622 with a minimum grade of C.

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**PURPOSE AND OUTCOME**

**Course Overview.** Social media provides valuable insights for organizations to better understand and build relationships with their audiences. During the six-week Summer A semester, we will discuss how to listen to public opinions through various social media channels, learn how to leverage social media data to gain insights about an organization and its public, provide actionable, data-driven recommendations, and shape social media strategies.

**Course Objective.** You will gain hands-on experience in social listening, analyzing native analytics, using measurement tools, and creating and presenting social media listening and analytics reports. By handling real-world social media data, this course aims to develop a robust portfolio that showcases your skills in social media listening and analytics.

**Expected Outcomes.** From this course, you will gain experience with diverse social media listening and analytics tools, collecting actual data to practice data analysis and derive insights 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.
- Analyze social media data using social media listening and measurement tools.
- Acquire proficiency in data analysis tools, including Excel and R.
- Draw meaningful insights and provide actionable, strategic recommendations based on thorough social media data analysis.
- Enhance critical thinking, listening, and professional skills through mock competitions.

**Materials.** This course does not have a required textbook, but this book can be helpful:

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

There will be online readings and videos assigned for certain weeks. You will also use social media platforms (e.g., Facebook, Instagram, or X) and other programs (e.g., Excel, Talkwalker, etc.) to complete the assignments for this course. Additional guidance will be provided on how to access and use these tools. I will publish the course materials every Thursday the following week. It is important for you to keep up with all materials. Canvas can remind you of upcoming due dates, so please check the site daily.

### Technology and Software.

**Microsoft Excel (Required).** Microsoft Excel is an essential part of this course. Students are expected to have an installed version of Microsoft Excel before the course begins. All University of Florida students have access to a free version of Microsoft Excel. You can find the details: <https://cloud.it.ufl.edu/collaboration-tools/office-365/>

**R Computing Software (Optional).** Some lectures may briefly cover how free, opensourced software can be used to create charts, graphs & other data visualizations. Information on the R Project can be found on their website. Details on how to download the R package will be covered during the meeting.

**Additional Social Media Learning and Analytic Tools (Required/Optional):** We will use various social media learning and analytic tools throughout the semester. Details on how to create accounts and use these tools will be covered during the meeting.

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## GRADING AND ASSIGNMENTS

### GRADING POLICY

Final grades will be based on the following scale:

Percentage earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

### COMPONENTS OF YOUR FINAL GRADE

- **Self-Introduction slide and Presentation (2 %):** As a future PR practitioner or someone interested in strategic communication and the media field, it is essential that you present yourself and your ideas effectively. This will also help your peers and me get to know each other better. Details requirements will be discussed.
- **Individual Case Study Report (10%):** You will select one data-driven social media campaign and write a 2-page report about how successfully the organization evaluated its social media efforts. Did it set SMART outcome objectives? Were these aligned with business and communication goals? Which KPIs did it measure? What could it have done differently? Detailed grading criteria will be provided during the meeting.
- **Individual Presentation (20%):** Two options are available. Further discussions will be held.

**For Option A:** During the session, you will be given a small dataset to analyze using Microsoft Excel. Once you complete the analysis, you will record a demonstration of the data analysis procedure and discuss what you have learned from the results. After recording, you

will submit the video. The purpose of this option is to demonstrate your comprehensive understanding of data analysis using Microsoft Excel.

**For Option B:** During the session, you will explore a designated social media listening and analytics tool. After familiarizing yourself with the tool, you will be given a keyword or topic to analyze using this tool. You will record a demonstration of the data analysis procedure, share what you have learned from the tool, and discuss its results. This option aims to enhance your comprehensive understanding of using diverse social media listening and analytics tools.

- **Short Response Paper for Peer Presentation (10%):** You will be paired with one of your peers to watch their recorded presentation. Afterward, you will write a one-page response paper discussing what you learned and how you can improve your own demonstrations.
- **Mock Competition (10%):** During the session, we will hold a mock competition. Think you are a social media expert at a boutique PR company. A client has contacted us to request social media learning and analytics. Each team will receive a social media dataset. You will analyze this dataset using various tools that you have learned about during the semester. You will also use other social media learning for additional insights. After analyzing the data, you will write a report outlining your findings and providing recommendations for your client. Detailed grading criteria will be provided during the meeting.
- **Mini Assessments (20%):** You'll complete two short assessments during the semester to help reinforce your understanding of the course materials and key terms related to social media listening and analytics. These may include questions based on readings, lectures, videos, or other learning materials. To get the most out of these assessments, make sure to review all posted content throughout the course.
- **Class Participation (8%) & In-Class Activities (20%):** Your active participation is important in this course. You are expected to engage fully in discussions, activities, and peer reviews to demonstrate your understanding of the subject and showcase your critical thinking skills throughout the semester (8%).

Attendance will not be formally recorded at every class meeting. However, we will frequently have In-Class Activities, which will be graded on a completion basis. If you complete **90% of all In-Class Activities throughout the semester**, you will earn full credit for this portion of the course (20% of the final grade). This approach allows you the flexibility to miss a session if necessary (e.g., due to illness, family emergencies, travel, or other personal reasons) without penalty. Please manage this opportunity wisely.

**Additionally, students who complete 100% of the In-Class Activities will earn an extra 5% bonus toward their final grade.**

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Week	Class meeting	Topic(s)	Assignment due date
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1	5/12 (M)	<u>First day!</u> <ul style="list-style-type: none"> <li>● Course introduction</li> <li>● Syllabus Review &amp; Course Roadmap</li> <li>● <b>Concept Discussion:</b> What is social media?</li> <li>● Complete “Get to Know Survey”</li> </ul>	N/A
	5/14 (W)	<u>Overview of Social Listening</u> <ul style="list-style-type: none"> <li>● <b>Concept Discussion:</b> Social listening tools</li> <li>● <b>Practice:</b> Navigating social listening tools</li> <li>● <b>Application:</b> In class activities with new tools</li> <li>● Introduce yourself with slides!</li> </ul>	Self Intro Slides
2	5/19 (M)	<u>Tool Demo I</u> <ul style="list-style-type: none"> <li>● <b>Concept Discussion:</b> Setting Up for Social Listening Success</li> <li>● <b>Practice:</b> Tool Demo with Dr. Nathan Carpenter, Director of Atlas Lab</li> <li>● <b>Application:</b> In class activities</li> </ul>	N/A
Week	Class meeting	Topic(s)	Assignment due date
	5/21 (W)	<u>Tool Data II</u> <ul style="list-style-type: none"> <li>● <b>Concept Discussion:</b> Conducting Social Listening</li> <li>● <b>Practice:</b> Hands on experience with social listening tools</li> <li>● <b>Application:</b> In class activities ● <i>Individual Case Study Report</i></li> </ul>	Complete the survey for 'Interested in Topics' for the individual case study assignment
3	5/26 (M)	<b>Memorial Day: No meeting</b>	N/A
	5/28 (W)	<u>Diving into Social Listening Terminology</u> <ul style="list-style-type: none"> <li>● <b>Concept Discussion:</b> Understanding social listening terminology</li> <li>● <b>Practice:</b> Mini assessment prep</li> <li>● <b>Application:</b> In class activities with sample data</li> </ul>	Installed version of Microsoft Excel on your device should be ready before starting the meeting
4	6/2 (M)	<u>Microsoft Excel</u> <ul style="list-style-type: none"> <li>● <b>Concept Discussion:</b> Making Actionable Recommendations I</li> <li>● <b>Practice:</b> Microsoft Excel Review</li> <li>● <b>Application:</b> Mini assessment I &amp; In class activities</li> </ul>	Mini assessment I
	6/4 (W)	<u>Microsoft Excel Review</u> <ul style="list-style-type: none"> <li>● <b>Concept Discussion:</b> Making Actionable Recommendations II</li> <li>● <b>Practice:</b> Microsoft Excel Review</li> <li>● <b>Application:</b> In class activities with sample data</li> </ul>	Individual Case Study Report Due by end of the week (6/6)

5	6/9 (M)	<u>Individual Presentation day (Recording)</u>  <b>Option A.</b> Excel Comprehensive Presentation  <b>Option B.</b> Social Media Listening and Analytical Tool Comprehensive Presentation	Individual Presentation
	6/11 (W)	<u>Reporting and Communicating Social Media Data</u> ● <b>Concept Discussion:</b> Reporting Social Media Analytics ● <b>Practice:</b> Mini assessment prep ● <b>Application:</b> In class activities with sample data	Short Response Paper for peer presentation by end of the week (6/13)
6	6/16 (M)	<u>AI &amp; Mock Competition Prep</u> ● <b>Concept Discussion:</b> Using AI in Social Media Listening and Analytics, and the Ethical Considerations of AI Use ● <b>Practice:</b> AI tools & R Studio ● <b>Application:</b> Mini assessment II & In class activities	Mini assessment II
	6/18 (W)	<u>Mock Competition Day</u>  You or your group will be given a scenario and dataset to analyze social media data, and you will report the results during the meeting	Mock Competition

### Caveat

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class, and the student is personally responsible for obtaining updated information regarding those changes.

## COURSE EXPECTATIONS & RULES

**Attendance & Expectations Regarding Course Behavior.** Although the course is in an online format, you are expected to actively engage throughout the six weeks of the semester. You must join to class prepared by completing all out-of-class assignments. This preparation provides the knowledge or practice needed to engage in higher levels of learning for other assignments and projects. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the class, and it is unlikely that you will achieve the higher learning goals of the course. Similarly, you are expected to actively participate in live classes. Your participation fosters a rich course experience for you and your peers, facilitating overall mastery of the course objectives.

Attendance is not officially recorded at every class meeting. However, it is appreciated if students with extraordinary circumstances that prevent attendance or require them to leave early notify the instructor in advance, or as soon as possible afterward. If you must miss a class, please reach out to your classmates to obtain notes on any exercises or discussions you missed.

The instructor will try to balance professionalism with compassion so that it can make alternative plans, when necessary, to help you be successful in this course while prioritizing your emotional and physical well-being. If at all possible, please reach out before missing a class or other work.

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.** Assignments cannot be made-up except in the case of extreme circumstances that meet the criteria of the University of Florida policy for an excused absence. Makeups are only given for illnesses that require medical treatment, valid emergencies, and valid scheduling conflicts. With this said, as described above, please do not hesitate to reach out if special circumstances occur, and we will work with you as best as possible.

The Summer A semester is very short and can be quite intensive. Time management is crucial. Please do not wait until the last minute to start working on your assignments. This is important for your future career as a PR practitioner, as well.

With regard to missing or incomplete assignments, the following policies apply:

- While it is your responsibility to check that the correct assignment has been submitted to Canvas on time.
- If a personal concern (e.g., physical, social or mental health situation) arises, please reach out to the instructor.
- Though late assignments are not generally accepted, life happens. You may submit one assignment late (48 hours maximum) without any penalty, but you must email in advance.

**Privacy Notice & "Camera on" request (optional).** Our class sessions will not be officially recorded or shared with others, including students (except for the guest lecture, which may be recorded). The structure of the class is as follows: We will begin each session as a full group, reviewing lecture materials, introducing new content, and engaging in open discussions. At times, we will break into small groups for discussions, and you will be assigned to a breakout room.

During class sessions and small group discussions, it is recommended that you keep your camera on. Keeping cameras on helps maintain engagement and prevents feelings of depersonalization, which is especially important in this course format. Nevertheless, the course respects and supports the decision of students who choose to exercise their right to keep their cameras off. Your camera feed will not be recorded without your permission. If you anticipate needing to keep your camera off, please discuss this with the instructor in advance.

**Academic Integrity.** The work you submit must be your own and specific to this course. 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. 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/>.

**Use of Generative AI in Coursework.** Throughout this course, you may have opportunities to incorporate generative AI tools into your assignments. As these tools are becoming increasingly integrated into professional practice, learning how to use them thoughtfully and responsibly is part of your academic development. That said, your own critical thinking, originality, and editing abilities remain essential and should be clearly demonstrated in all submitted work.

If an assignment allows or encourages the use of AI, you will be required to explain how it was used. This could involve submitting the prompts you entered, describing how you modified the AI-generated content, or citing any AI-assisted sources in an appropriate format.

**Please note: if you choose to use AI in assignments where its use is not permitted or clearly outlined, it may be treated as academic dishonesty. Submitting work that is not entirely your own without disclosure goes against the university's honor code.**

To ensure fairness and academic integrity, AI-detection tools—both within and outside platforms—may be used to review submissions. Since AI responses often have recognizable patterns, I may follow up with you if there are questions about the originality of your work. In such cases, you could be asked to revise and resubmit your work along with a description of your creative process.

**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>.

**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.

**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/>.

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## ADDITIONAL RESOURCES

### CAMPUS RESOURCES

#### Health & Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto: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.

**NOTE: Do not wait until you are in a crisis to seek help. Come and talk with me or someone who can assist you. Remember, you are not alone, so do not hesitate to ask for assistance.**

#### Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto: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.

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#### ***Special Thanks in the Credits***

**Professor Natalie Asorey**, Lecturer in the Department of Public Relations, who has developed the course and shared relevant materials to benefit student learning.

**Dr. Nathan Carpenter**, Director of Atlas Lab, who participates as a guest lecturer to enhance student learning.

**Dr. Jieun Shin**, Assistant Professor in the Department of Media Production, Management, and Technology, who share relevant course materials to support student learning.

**Dr. Alexis Fitzsimmons**, Adjunct lecturer in the Department of Public Relations who has taught the course.

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