

MMC 6730

Social Media Management

University of Florida, Online Masters in Social Media
3 Credit Hours

Instructor: Jessica Thomas

Email: jessicathomas@ufl.edu

Phone: 904-651-7976

Virtual Office Hours: By appointment only. Conducted via Phone, FaceTime, Google Hangout or Skype (agreed upon between professor and individual student)

Course Website: <http://lss.at.ufl.edu>

Course Description

This course is designed to teach the skills and best practices of professional social media managers. Upon completion of this course students will be able to develop engaging content structured for the native languages of each social media network, effectively identify campaign goals and objectives for a social media campaign, and design a comprehensive social media plan. Additionally, students will identify buyer personas of brands to effectively target audiences and build social media communities. Social media management tools and reporting will be discussed to optimize students' efforts of scheduling content and analyzing the results in real time.

Course Objectives

By the end of this course students will be able to:

- Identify and describe the skills of an effective community manager.
- Identify the components of a comprehensive social media plan and effectively develop one for brands.
- Analyze, describe and effectively build campaign goals and objectives for a social media campaign.
- Identify, analyze, describe and effectively build social media communities for brands.
- Understand the native languages of Facebook, Instagram, Twitter, LinkedIn and additional niche networks.
- Identify and debate the critical changes to social media in 2015.

Brand Identification for the Course

You must identify who the recipient of the focus of your social media efforts for the semester will be. You have three options. The first is to focus on the brand you work for. The second option is to focus on your own personal brand and to utilize the social media development and management tasks from this semester's course work to develop and build your personal brand. The third option is to select a local business and approach them about building a social media presence for them for free. You may not charge for these efforts during the length of the semester. You must be able to post directly to this brand's social media networks throughout the semester.

***You must e-mail me your decision by noon on Friday, January 16, 2015.**

Expectations

Complete course assignments on time, watch and commentate on class lectures, participate in online class discussions based on weekly reading materials, and produce a six-month comprehensive social media plan.

Assignments

Students will produce weekly discussion posts within Canvas based on course readings and comment on discussion posts produced by fellow students. Students will be required to watch lectures and write reactions to the lectures. There will be three course assignments designed to ensure that you are gaining a comprehensive understanding of the learning materials and effectively capable of implementing what you have learned throughout the course. The first course assignment is an analysis and proposal of social media tools currently available to the social media marketing industry. The second course assignment focuses on identifying and describing members of your social media community (buyer personas) and an editorial calendar. The third course assignment is focused on social media analysis and reporting. In addition to the weekly reading reactions and course assignments, students will be responsible for preparing a final presentation outlining a comprehensive social media campaign including audience identification, sample posts, strategic goals and planning. More detailed descriptions and grading rubrics for the course assignments and final project are listed on pages 5, 6 and 7 of this syllabus.

Requirements

Readings will be assigned weekly. The posted readings should be read for the week listed on the syllabus and not as homework for the following class. Students will be responsible to check the course website (Canvas) weekly for assigned readings which will be included on the syllabus. All 12 weeks of class have assigned readings. As much as 25% of your grade will be based on your readings to post discussion comments about and to comment on the posts by other members of the class.

Required books:

1. Vaynerchuck, Gary (2013), *Jab, Jab, Jab, Right Hook: How to Tell Your Story in a Noisy Social World*. New York: HarperCollins Publishers.
2. Brogan, Chris (2010), *Social Media 101: Tactics and Tips to Develop Your Business Online*. New Jersey: John Wiley & Sons, Inc.

Grading

Your work will be evaluated according to this distribution:

- Watching class lectures and providing a reaction within Canvas: 15%
- Weekly reading reaction discussion post assignments within Canvas: 15%
- Weekly reading reaction discussion comments within Canvas: 10%
- Course assignments (three total): 30%
- Final presentation: 30%

Policy on Late Work and Participation

There will be penalties for late work:

- Less than an hour late: 5 points off
- More than an hour late but less than 24 hours late: 10 points
- More than 24 hours late but less than 48 hours late: 15 points
- More than 48 hours late: 25 points
- Over a week late: 50 points off

Weekly Lecture and Reaction:

The Instructor will post a lecture video to Canvas for each of the 12 weeks and one additional video covering the syllabus. These videos will vary in length depending on the material but will include questions posed to the class throughout the videos. It is your responsibility to watch each of the videos and provide a reaction to the 12 course videos on Canvas. Although it is possible to watch the videos at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings.

Your reactions are not just summaries of the material presented, but actual reactions to the discussion. You may discuss areas not mentioned during the lecture that relate to the discussion, or discuss topics not included in the lecture. The most important part is to respond and react to any questions posed in the lecture by the instructor. You are expected to provide a 300 - 500 word response to each lecture video. The response should not just be to the material included in the video, but also to any and all questions posed during the lecture by the professor. Online courses like this do not allow for the same level of discussion as live classes, and providing questions during the lecture to be answered by the class is the only means to ensure full participation.

Lecture Reaction – Discussion Rubric

| Criteria | 100 - 90 Points | 89 - 80 Points | 79 - 70 Points | Less than 70 Points |
|---------------|--|--|--|--|
| Original Post | <p>Post is appropriate length to develop a specific idea related to the discussion question.</p> <p>Author made a meaningful connection between readings, homework and course content with their personal reflection.</p> <p>Well-structured and organized sentences and thoughts.</p> <p>Contribution was thoughtful, analytical and original.</p> <p>Free of grammar and spelling errors</p> | <p>Shows evidence of understanding of course concepts and materials.</p> <p>Somewhat meaningful connection between course concepts and materials.</p> <p>Some signs of disorganization with thoughts</p> <p>Demonstrates some evidence to support your opinions.</p> <p>For the most part you stayed on topic.</p> <p>Minimal grammar and spelling errors.</p> | <p>Very little connection to course concepts and materials.</p> <p>Your opinions are not support by course concepts or materials.</p> <p>No significant understanding of course materials or concepts.</p> <p>Lack of structure and flow. No meaningful thoughts.</p> <p>Posts are not an appropriate length</p> <p>Grammar and spelling errors.</p> | <p>Very minimal connection to key course concepts and materials.</p> <p>No demonstration or evidence of understanding concepts or course materials.</p> <p>Lack of structure and flow.</p> <p>Posts are very short (1-2 sentences)</p> <p>Post included text lingo and abbreviations.</p> <p>Grammar and spelling errors</p> |

Reading Reaction – Weekly Discussion Post:

You are expected to write a reaction to the assigned reading materials each week (approx. 300-500 words based on the readings or topics assigned). Discussion posts will be due by noon Monday throughout the term of the week the readings are assigned.

Discussion posts should provide a short summary of the readings, but more importantly, your analysis or insight, as well as an example of the technology or method discussed. You should also include at least **two questions** based on the readings. Questions should be included as a means to demonstrate how you believe the topic could have been expanded or where you believe the reading did not fully cover a given issue. These questions will also be used to provide classmates ideas for comments they may post in response to your discussion. Please follow appropriate netiquette rules. Your posts should discuss **ALL** the readings assigned to demonstrate you have completed the assigned readings.

Your classmates will comment on your discussion post and you will comment on theirs to you. For full credit, you are expected to respond to every post made on your

discussion. Only if no students post reactions to your discussion post are you are not required to make any comments.

Reading Reaction – Discussion Rubric

| Criteria | 100 - 90 Points | 89 - 80 Points | 79 - 70 Points | Less than 70 Points |
|---------------|--|--|--|--|
| Original Post | <p>Post is appropriate length to develop a specific idea related to the discussion question.</p> <p>Author made a meaningful connection between readings, homework and course content with their personal reflection.</p> <p>Well-structured and organized sentences and thoughts.</p> <p>Contribution was thoughtful, analytical and original.</p> <p>Free of grammar and spelling errors</p> | <p>Shows evidence of understanding of course concepts and materials.</p> <p>Somewhat meaningful connection between course concepts and materials.</p> <p>Some signs of disorganization with thoughts</p> <p>Demonstrates some evidence to support your opinions.</p> <p>For the most part you stayed on topic.</p> <p>Minimal grammar and spelling errors.</p> | <p>Very little connection to course concepts and materials.</p> <p>Your opinions are not support by course concepts or materials.</p> <p>No significant understanding of course materials or concepts.</p> <p>Lack of structure and flow. No meaningful thoughts.</p> <p>Posts are not an appropriate length</p> <p>Grammar and spelling errors.</p> | <p>Very minimal connection to key course concepts and materials.</p> <p>No demonstration or evidence of understanding concepts or course materials.</p> <p>Lack of structure and flow.</p> <p>Posts are very short (1-2 sentences)</p> <p>Post included text lingo and abbreviations.</p> <p>Grammar and spelling errors</p> |

Reading Reaction Discussion Comments

Discussions seem pointless if no one is reading them, and discussion comments show each student that their fellow classmates are paying attention. Thus each week you will be asked to comment on **three** posts by fellow students. Each comment of substance is valued as a completed response. To be counted, a comment must appear on the other student's discussion by 5 p.m. on the Friday in the week assigned. No more than three comments will be counted in any single week.

Students will be required to read and comment on at least 3 posts of their classmates on their discussions. Comments must add something of value to the conversation thread (be thought provoking). You have the week to read and comment on the posts of the other members of the class. The instructor will evaluate the degree to which your posts add to the conversation and not done simply to fulfill the grade requirement.

Remember, discussion posts are due on Mondays and you have until Friday to comment on these posts.

To allow for a greater discussion on the discussion posts, you will be required to check the comments made on your discussion and respond back to them. In other words, you will comment on the comments made on your post as part of your **Reading Reaction Weekly Discussion Post** grade.

Weekly Discussion Post Comments are awarded points of 0 - 100 according to levels of completion:

- 100 points: Completed task fully and on time of three posts on other student's blogs that add substance to the discussion.
- 66 points: Two completed blog comments on other student's blogs that add substance to the discussion.
- 33 points: One completed blog comment on other student's blogs that add substance to the discussion.
- 0 points: No blog comments posted or the comments posted do not add to the discussion.

The grading is partially subjective on the part of the instructor. While you may comment on the original post made by one of the students in the class, you may also feel compelled to react to a comment made by another student which could further the discussion.

Course Assignments (Three):

Assignment One – Social Media Tool Analysis and Proposal

Due Date: Friday, January 30, 2015 by 5:00 p.m.

This assignment may be done as a group project if you prefer. Group sizes may be no larger than four students. Select three social media management/marketing automation tools and analyze the features, benefits, costs and practical application to your brand and your brand's social media efforts. Provide a summary of each tool you have analyzed (250 word minimum). Select one of the three tools that you have analyzed and put together a formal proposal presenting why it is the tool that you/or your company should utilize to better manage your digital efforts. The proposal should be at least 500 words and should clearly identify: the benefits of the tool, the features of the tool, the challenges of the tool, potential objections to utilizing the tool, the cost of the tool, and a compelling business reason why you utilizing the tool is providing a return on investment for the company whether this be from a monetary, resource, time or data science benefit. It is required to experiment with the free trial offering of these tools to get a stronger comprehension of the functionalities of the tool OR you can request a demo by the software provider.

Grading for Assignment One:

Modeled after rubric used in the UC Davis English Department Composition Program

| | 100-90 Excellent | 89-80 Good | Less than 80 Unsatisfactory |
|--------------------------|---|--|--|
| Ideas | Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea is clearly communicated, worth developing. Understands and critically evaluates its sources, appropriately limits and defines terms. | A solid paper, responding appropriately to assignment. Clearly states central idea, but may have minor lapses in development. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully. | Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions. |
| Organization & Coherence | Uses a logical structure appropriate to paper's subject, purpose, and audience. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas. | Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea. | May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence. |
| Support | Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. | Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main | Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion |

| | | | |
|-----------|--|--|--|
| | | ideas. Its examples bear some relevance. | or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic. |
| Style | Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling. | Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective. | Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing. |
| Mechanics | Almost entirely free of spelling, punctuation, and grammatical errors. | May contain a few errors, which may annoy the reader but not impede understanding. | Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding. |

Assignment Two - Buyer Persona Development & Editorial Calendar:

Due Date: Friday, February 13, 2015 by 5:00 p.m.

Develop two buyer personas for your brand. Accompany each of the buyer personas with a justification of why you selected the buyer persona you did and what you did to determine the details of each buyer persona (250-500 words). Select one of the two buyer personas and develop a 30-Day Editorial Calendar. For the purposes of the editorial calendar, select three social media networks that are relevant to your brand and build out at least five posts per week per network for the 30 days. Be sure to include relevant images, article links, and videos. Be mindful of each network's character counts for status updates. Be clear in identifying which network the content is for. Schedule two weeks of the content

Grading for Assignment Two:

Modeled after rubric used in the UC Davis English Department Composition Program

| | 100-90 Excellent | 89-80 Good | Less than 80 Unsatisfactory |
|--------------------------|---|--|--|
| Ideas | Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea is clearly communicated, worth developing. Understands and critically evaluates its sources, appropriately limits and defines terms. | A solid paper, responding appropriately to assignment. Clearly states central idea, but may have minor lapses in development. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully. | Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions. |
| Organization & Coherence | Uses a logical structure appropriate to paper's subject, purpose, and audience. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas. | Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea. | May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence. |
| Support | Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. | Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main | Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion |

| | | | |
|------------|---|--|--|
| | | ideas. Its examples bear some relevance. | or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic. |
| Creativity | Content developed for the editorial calendar is relevant and engaging. It is evident that the student has a strong command of the native language of each social media platform and is capable of delivering creative and engaging content for the brand. | Content developed is relevant, but less engaging. The student still shows a strong command of the native language. The content is straightforward and appropriately represents the brand. However, it is not engaging and lacks the “shareability” factor. | Content developed is not relevant or engaging. The student does not show a command of the native language of each social media platform. |
| Style | Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling. | Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective. | Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing. |
| Mechanics | Almost entirely free of spelling, punctuation, and grammatical errors. | May contain a few errors, which may annoy the reader but not impede understanding. | Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding. |

Assignment Three – Social Media Analysis & Reporting

Due Date: Friday, March 13, 2015 by 5:00 p.m.

Two weeks worth of content from the Editorial Calendar developed for Course Assignment Two should be scheduled and posted live to each network identified in Course Assignment Two for the last two weeks of February (2/14 – 2/28). The student should be observing the content's engagement and the community's overall growth during this time period. You are responsible for putting together an analytical report based on the reporting techniques discussed in the Week Six Lecture and Readings. You may present your report as either a short paper or PowerPoint presentation. Images of the social media content, graphs provided by the social networks and social media management tools, and graphs generated by the students should all be included in this report. You need to approach this like you are presenting/reporting back to your client.

Grading for Assignment Three:

Modeled after rubric used in the UC Davis English Department Composition Program

| | 100-90 Excellent | 89-80 Good | Less than 80 Unsatisfactory |
|--------------------------|---|--|--|
| Ideas | Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea is clearly communicated, worth developing. Understands and critically evaluates its sources, appropriately limits and defines terms. | A solid paper, responding appropriately to assignment. Clearly states central idea, but may have minor lapses in development. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully. | Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions. |
| Organization & Coherence | Uses a logical structure appropriate to paper's subject, purpose, and audience. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or | Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea. | May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but |

| | | | |
|------------|---|--|--|
| | progression of ideas. | | may be overly general, and arrangement of sentences within paragraphs may lack coherence. |
| Support | Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. | Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance. | Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic. |
| Creativity | Content developed for the editorial calendar is relevant and engaging. It is evident that the student has a strong command of the native language of each social media platform and is capable of delivering creative and engaging content for the brand. | Content developed is relevant, but less engaging. The student still shows a strong command of the native language. The content is straightforward and appropriately represents the brand. However, it is not engaging and lacks the “shareability” factor. | Content developed is not relevant or engaging. The student does not show a command of the native language of each social media platform. |
| Style | Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not | Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective. | Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing. |

| | | | |
|-----------|--|--|--|
| | long and rambling. | | |
| Mechanics | Almost entirely free of spelling, punctuation, and grammatical errors. | May contain a few errors, which may annoy the reader but not impede understanding. | Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding. |

Final Presentation: Six-Month Comprehensive Social Media Plan

Due Date: Sunday, March 29, 2015 by 5:00 p.m.

You may present your comprehensive social media plan through a PowerPoint or Prezi deck or as a paper. This is your opportunity to build out a six-month social media plan for your brand. **You are not expected to create six months worth of individual social media posts. It is an industry best practice to not schedule content out more than a month in advance to be sure to keep content relevant.**

This is designed to be a high level summary of:

- Your campaign goals and objectives for the six-month plan
- Which social media platforms you plan to focus on
- A summary of the native language for the platforms you select
- The types of content you intend on sharing, a few examples for each platform is encouraged
- Buyer personas and social media management tools
- A response matrix for potential negative feedback from your audience

If you choose to write a paper, below are the requirements:

- 2000 word minimum – look at last semester’s average length
- Clearly outline each section of the paper in correspondence with the structure outlined below
- Buyer personas from assignment one must be included (you may keep the formatting from assignment one)
- 5 sample social media posts per network. Do **not** repurpose content created for assignment one, this should be original content for this assignment.

If you choose to create a PowerPoint or Prezi deck, below are the requirements:

- 20 slide minimum
- Clearly outline the presentation in correspondence with the structure outlined below
- Buyer personas from assignment one must be included (you may keep the formatting from assignment one)

- 5 sample social media posts per network. Do **not** repurpose content created for assignment one, this should be original content for this assignment.

Structure of Presentation/Paper:

- Social Media Campaign Goals & Strategy
- Outline & include buyer personas from Course Assignment 1
- Outline each social media network that applies to your business
- Per Social Media Network Include: Objectives, Action Items, Key Metrics, Five Sample Posts (Images must be included), Time Allocated Per Day/Week/Month
- Write a justification of each platform that you have chosen and how it is relevant to your brand
- Write a summary of the native language of that platform and justify how your posts are structured appropriately for your audience on that platform
- Outline of content marketing tools and the role they will play in your social media plan (include website, discussion, video, etc)
- A response matrix with 3 examples of potential negative comments or feedback your brand could be subject to and how you would respond accordingly as a social media manager
- Outline the tools your team will use for social media management purposes (you may pull from your research for Course Assignment 2)
- Outline the dates for this six-month period and take note to relevant events, experiences, holidays, key milestone events/days for your brand

Grading for Final Project

Modeled after rubric used in the UC Davis English Department Composition Program

| | 100-90 Excellent | 89-80 Good | Less than 80 Unsatisfactory |
|--------------------------|--|--|--|
| Ideas | Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea is clearly communicated, worth developing. Understands and critically evaluates its sources, appropriately limits and defines terms. | A solid paper, responding appropriately to assignment. Clearly states central idea, but may have minor lapses in development. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully. | Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions. |
| Organization & Coherence | Uses a logical structure appropriate to paper's subject, purpose, and | Shows a logical progression of ideas and uses fairly sophisticated | May list ideas or arrange them randomly rather than using any evident |

| | | | |
|------------|--|---|---|
| | <p>audience. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.</p> | <p>transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.</p> | <p>logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.</p> |
| Support | <p>Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.</p> | <p>Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.</p> | <p>Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.</p> |
| Creativity | <p>Content developed for the editorial calendar is relevant and engaging. It is evident that the student has a strong command of the native language of each social media platform and is capable of delivering creative and engaging content for the brand.</p> | <p>Content developed is relevant, but less engaging. The student still shows a strong command of the native language. The content is straightforward and appropriately represents the brand. However, it is not engaging and lacks the "shareability" factor.</p> | <p>Content developed is not relevant or engaging. The student does not show a command of the native language of each social media platform.</p> |

| | | | |
|-----------|--|--|--|
| Style | Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling. | Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective. | Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing. |
| Mechanics | Almost entirely free of spelling, punctuation, and grammatical errors. | May contain a few errors, which may annoy the reader but not impede understanding. | Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding. |

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.

University counseling services and mental health services:

****Netiquette: Communication Courtesy:**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [Describe what is expected and what will occur as a result of improper behavior]

<http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

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.

My role as instructor is to identify critical issues related to the course, direct you to 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 that 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.

Getting Help:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

** 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. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
 - <http://www.counseling.ufl.edu/cwc/Default.aspx>
 - 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Course Evaluation. Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

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.

Schedule

COURSE SYLLABUS VIDEO

- Explanation of course requirements and assignments

WEEK ONE – 1/6/2015

Skills of a Community Manager

Upon completion of this weekly module, you will be able to:

- Identify and describe the skills of an effective community manager.
- Identify and describe the characteristics of great content.

READ:

- Round 1: The Setup, Round 2: The Characteristics of Great Content and Compelling Stories, Round 9: Effort, Round 10: All Companies are Media Companies of Jab, Jab, Jab, Right Hook.
- Chapters 76 – 78, 83 of Social Media 101: Tactics and Tips to Develop Your Business Online.
- <http://digiday.com/brands/really-like-social-media-manager/>
- <http://www.convinceandconvert.com/community-management/6-skills-you-need-to-be-a-social-media-professional/>
- <https://www.linkedin.com/today/post/article/20140327143305-45997570-the-social-media-manager-is-almost-dead-5-tips-on-how-to-evolve-as-a-marketer-myindustry>
- <http://www.wordstream.com/discussion/ws/2013/05/23/social-media-management-tools#>.
- Watch: <https://www.youtube.com/watch?v=STpjpmPQaU>

WEEK TWO – 1/12/15

Social Media Strategy and Goal Planning.

Upon completion of this weekly module, you will be able to:

- Identify the components of a comprehensive social media plan.
- Analyze, describe and effectively build campaign goals and objectives for a social media campaign.

READ:

- Watch: <http://vimeo.com/55746373>
 - Chapters 1 – 4, 13, 14, 21, 22, 61, 67 – 69, 74 of Social Media 101: Tactics and Tips to Develop Your Business Online.
 - <http://offers.hubspot.com/the-future-of-social-media-personalizing-business-by-focusing-on-people-not-profiles>
 - <http://www.socialmediaexaminer.com/essential-elements-social-media-marketing-strategy/>
 - <http://ernestbarbaric.com/setting-social-media-goals/>
 - Social Media Plan Template: http://www.marketo.com/_assets/uploads/Sample-Social-Media-Tactical-Plan.pdf
-

WEEK THREE – 1/19/15

Social Media Management Tools.

Upon completion of this weekly module, you will be able to:

- Analyze and describe the different social media management/marketing automation tools available.

READ:

- <http://www.wordstream.com/discussion/ws/2013/05/23/social-media-management-tools#>.
- <http://blog.dashburst.com/best-social-media-management-tools/>
- <http://www.business2community.com/social-media/5-top-social-media-dashboard-tools-manage-social-accounts-01015451>

WEEK FOUR – 1/26/15

The Power of Content Marketing.

Upon completion of this weekly module, you will be able to:

- Identify why marketers utilize content marketing and the different tactics.
- Identify what a buyer persona is and what it takes to develop one.

READ:

- Chapters 79, 81, 84 of Social Media 101: Tactics and Tips to Develop Your Business Online.
- <http://contentmarketinginstitute.com/2014/03/content-marketing-plan-influencers-partners/>
- <http://contentmarketinginstitute.com/2014/03/quality-content-creation-wont-bust-budget/>
- Watch: <http://moz.com/discussion/the-greatest-misconception-in-content-marketing-whiteboard-friday>
- Watch: http://www.youtube.com/watch?v=iExl_rF7zgQ

COURSE ASSIGNMENT ONE DUE: FRIDAY, JANUARY 30, 2015 BY 5 P.M.

WEEK FIVE – 2/2/15

The Impact and Influence of Social Media on Personal Branding.

Upon completion of this weekly module, you will be able to:

- Identify the structure and components of a successful personal brand.
- Learn how to utilize social media effectively to elevate your personal brand.

READ

- Watch: <https://www.youtube.com/watch?v=EhqZ0RU95d4&feature=youtu.be>
- Watch: <https://www.youtube.com/watch?v=qeHtvuTcy70>
- Chapters 5 – 8, 63 – 65 of Social Media 101: Tactics and Tips to Develop Your Business Online.
- <http://socialmediatoday.com/feldmancreative/2230121/i-am-what-i-am-personal-branding-tips-michael-hyatt-and-me>
- <http://www.forbes.com/sites/kellyclay/2014/01/21/personal-branding-secrets-from-social-media-superstars/>
- <http://discussion.kissmetrics.com/17-advanced-methods/>
- https://www.linkedin.com/today/post/article/20140507190911-658789-the-true-meaning-of-leading-by-example?utm_content=5179514&utm_medium=social&utm_source=twitter

WEEK SIX – 2/9/15

Social Media Analysis & Reporting.

Upon completion of this weekly module, you will be able to:

- Identify the best reporting techniques for each social media platform.
- Understand the importance of justifying ROI for social media efforts.

READ

- <http://www.socialmediaexaminer.com/social-media-roi-report/>
- <http://www.socialmediaexaminer.com/measure-social-media-roi-using-google-analytics/>
- <http://www.convinceandconvert.com/social-media-measurement/the-5-top-google-analytics-reports-for-social-media-marketers/>
- <http://blog.hootsuite.com/how-to-prove-social-media-roi/>
- <https://blog.bufferapp.com/social-media-analytics-tools>

COURSE ASSIGNMENT TWO DUE: FRIDAY, FEBRUARY 13, 2015 BY 5 P.M.

WEEK SEVEN – 2/16/15

Effectively Managing Facebook & Instagram for Business.

Upon completion of this weekly module, you will be able to:

- Understand the native languages of Facebook and Instagram.
- Understand and utilize Facebook Advertising.
- Analyze and describe brands that have effectively utilized the Facebook and Instagram platforms for successful marketing campaigns.

READ:

- Round 3: Storytell on Facebook of Jab, Jab, Jab, Right Hook.
- Round 6: Create Art on Instagram of Jab, Jab, Jab, Right Hook.
- <https://www.facebook.com/business/success/> - Read any three case studies provided on this page
- <https://www.facebook.com/business/goals> - Read “Drive In-store sales, Increase Online Sales, Launch a New Product, Build Awareness, and Promote Your Mobile App” pages.
- <https://www.facebook.com/business/overview#set-up-your-page>
- <https://www.facebook.com/business/products/ads> - Read “How Our Ads Work, Ad Types, Top Targeting Options, Page Promotion, Boosted Posts, Facebook Offers, Ad Create Tool” pages.
- http://offers.hubspot.com/the-science-of-facebook-free-chapter?_hstc=20629287.34449e2d9055fe3354c0bafb00cef54.1391727898974.1399650440488.1399689308762.21&_hssc=20629287.4.1399689308762&_hsfp=3526013846
- <http://instagram-business.tumblr.com/post/78694901404/how-yogurt-maker-chobani-uses-instagram-to-open>
- <http://instagram-business.tumblr.com/post/76538967687/general-electric-shows-a-different-side-on>
- <http://instagram-business.tumblr.com/post/76372049325/ben-jerrys-secret-to-success-on-instagram-if>
- <http://instagram-business.tumblr.com/post/76235731349/tools-and-tips-to-help-marketers-inspire-and>
- <http://instagram-business.tumblr.com/post/70498340316/first-look-measuring-the-effectiveness-of-brand>

WEEK EIGHT – 2/23/15

How to Listen on Twitter and Contribute to the Buzz.

Upon completion of this weekly module, you will be able to:

- Identify the necessary skills for being a successful listener on Twitter.

- Debate the benefits and challenges of Twitter as an effective marketing tool for brands.

READ

- Round 4: Listen Well on Twitter of Jab, Jab, Jab, Right Hook.
- Chapter 24: Twitter Revisted of Social Media 101: Tactics and Tips to Develop Your Business Online.
- <http://www.entrepreneur.com/article/230891?newsletter=true>
- <http://www.socialmediaexaminer.com/twitter-introduces-twitter-offers-news/>
- http://offers.hubspot.com/grow-your-twitter-followers-fast?__hstc=20629287.34449e2d9055fe3354c0bafb00fcef54.1391727898974.1399650440488.1399689308762.21&__hssc=20629287.4.1399689308762&__hsfp=3526013846
- http://offers.hubspot.com/how-to-attract-customers-with-twitter-and-vine?__hstc=20629287.34449e2d9055fe3354c0bafb00fcef54.1391727898974.1399650440488.1399689308762.21&__hssc=20629287.4.1399689308762&__hsfp=3526013846
- <http://offers.hubspot.com/the-science-of-success-on-twitter>

WEEK NINE – 3/2/15

LinkedIn for Company Management and Personal Branding.

Upon completion of this weekly module, you will be able to:

- Understand the native language of the LinkedIn platform and the components of LinkedIn Advertising.
- Analyze and describe brands that have effectively utilized the LinkedIn platform for successful marketing campaigns.

READ

- Chapters 62, 80 of Social Media 101: Tactics and Tips to Develop Your Business Online.
- http://offers.hubspot.com/create-linkedin-company-page?__hstc=20629287.34449e2d9055fe3354c0bafb00fcef54.1391727898974.1399650440488.1399689308762.21&__hssc=20629287.4.1399689308762&__hsfp=3526013846
- http://www.hubspot.com/learning-linkedin-from-the-experts?__hstc=20629287.34449e2d9055fe3354c0bafb00fcef54.1391727898974.1399650440488.1399689308762.21&__hssc=20629287.4.1399689308762&__hsfp=3526013846

WEEK TEN – 3/9/15

Niche Networks

Upon completion of this weekly module, you will be able to:

- Identify the benefits and challenges of the different niche social media networks outlined this week.
- Understand the native language and elements of the Pinterest platform.
- Analyze and describe brands that have effectively utilized the Pinterest platform for successful marketing campaigns.

READ:

- Round 5: Glam It Up on Pinterest of Jab, Jab, Jab, Right Hook.
- Round 7: Get Animated on Tumblr. Round 8: Opportunities in Emerging Networks. Round 11: Conclusion. Round 12: Knockout of Jab, Jab, Jab, Right Hook.
- <http://www.socialmediaexaminer.com/pinterest-smart-feed%e2%80%8b-optimize-pins/>
- http://offers.hubspot.com/how-to-use-google-plus-for-business?_hstc=20629287.34449e2d9055fe3354c0bafb00fcef54.1391727898974.1399650440488.1399689308762.21&_hssc=20629287.4.1399689308762&_hsfp=3526013846
- http://offers.hubspot.com/how-to-use-pinterest-for-business?_hstc=20629287.34449e2d9055fe3354c0bafb00fcef54.1391727898974.1399650440488.1399689308762.21&_hssc=20629287.4.1399689308762&_hsfp=3526013846
- http://offers.hubspot.com/guide-to-pinterests-new-business-accounts?_hstc=20629287.34449e2d9055fe3354c0bafb00fcef54.1391727898974.1399650440488.1399689308762.21&_hssc=20629287.4.1399689308762&_hsfp=3526013846

COURSE ASSIGNMENT THREE DUE: FRIDAY, MARCH 13, 2015 BY 5 P.M.

WEEK ELEVEN – 3/16/15

Critical Changes to Social Media.

Upon completion of this weekly module, you will be able to:

- Identify and debate the critical changes to social media in 2015.

READ:

- <http://www.miamiherald.com/news/business/biz-monday/article4324659.html>

- <http://www.toprankblog.com/2014/05/digital-marketing-2015/>
- [http://offers.hubspot.com/social-media-updates-how-to-
react?_hstc=20629287.34449e2d9055fe3354c0bafb00fcef54.1391727898974.1
399650440488.1399689308762.21&_hssc=20629287.4.1399689308762&_hsf
p=3526013846](http://offers.hubspot.com/social-media-updates-how-to-
react?_hstc=20629287.34449e2d9055fe3354c0bafb00fcef54.1391727898974.1
399650440488.1399689308762.21&_hssc=20629287.4.1399689308762&_hsf
p=3526013846)

WEEK TWELVE – 3/23/15

Crisis Management: How to Respond.

Upon completion of this weekly module, you will be able to:

- Identify potential opportunities for a social media crisis management situation.
- Describe and debate the best practices for handling a social media crisis management situation.

READ:

- <http://www.convinceandconvert.com/social-media-crisis-2/dont-be-scared-be-prepared-how-to-manage-a-social-media-crisis/>
- <http://www.forbes.com/sites/ekaterinawalter/2013/11/12/10-tips-for-reputation-and-crisis-management-in-the-digital-world/>
- <http://www.convinceandconvert.com/social-media-marketing/4-brand-saving-recommendations-for-social-media-crisis-management/>
- <http://www.socialmediaexaminer.com/tag/crisis-management-plan/>

FINAL PROJECT DUE: SUNDAY, MARCH 29, 2015 BY 5 P.M.

Disclaimer:

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.