Social Media Marketing

JMC:3126:0002
The University of Iowa
School of Journalism & Mass Communication

Instructor: Katelin Tiernan
Location: 201 BCSB
Time: 5:00 PM - 6:15 PM Mondays & Wednesdays

Office Hours: Drop in hours are:
4:45 PM - 5:30 PM Tuesdays and Thursdays or by appointment
Office hours location will be at Sculpt, 105 E College Street Iowa City, IA 52317

CONTACT:
Email: katelin-tiernan@uiowa.edu
Phone: 641.485.5424

Communications: Slack or email is the best way to reach me. You can expect a response within 24 hours during the week and 48 hours over the weekend. Students are expected to practice professionalism in their electronic communications.

DEO: Dr. David Ryfe, david-ryfe@uiowa.edu, E305B Adler Journalism Building

COURSE OVERVIEW
Social Media Marketing is an ever-changing area that seems to only grow in importance for everyone from academic institutions to nonprofits to businesses big and small. In this course, we will study social media best practices and put our learnings into action helping real clients achieve their goals using social media. Students will learn the history of social media, social media best practices, and solid strategies for content and campaign implementation. This class will be a combination of lecture, discussion, readings, and client work.

COURSE OBJECTIVES
The following learning goals and objectives will be reinforced in this course.

1. Social Media Fundamentals
   ○ Obtain a fundamental understanding of:
     ✓ 4 core social media platforms and their differences, pros, and cons: Facebook, Instagram, Twitter, LinkedIn
     ✓ The impact of social media on society/business
     ✓ The importance of good social media management practices

2. Social Media Campaign Strategy
   ○ Obtain a clear understanding of SMART goals
   ○ Learn about social media analysis via a client audit
   ○ Learn the fundamental stages of developing a social media campaign strategy including:
✓ Goal setting
✓ The customer/marketing funnel
✓ Paid content marketing best practices

3. Social Media Campaign Structure & Paid Promotion
   ○ Obtain a fundamental understanding of:
     ✓ The advertising options for the 4 core social media platforms: Facebook, Instagram, Twitter, LinkedIn
     ✓ Ethical and effective targeting practices for paid social media
     ✓ Tracking and reporting on paid social campaigns
     ✓ How to set paid promotion projections and budgets
   ○ Successfully present a complete and thorough presentation to your client pulling together all the concepts from class

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>A+</td>
<td>94-99%</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>80-83%</td>
<td>B-</td>
</tr>
<tr>
<td>B+</td>
<td>84-87%</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>70-73%</td>
<td>C-</td>
</tr>
<tr>
<td>C+</td>
<td>74-77%</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td>D+</td>
<td>63-67%</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>78-79%</td>
<td>C+</td>
</tr>
<tr>
<td></td>
<td>88-89%</td>
<td>B+</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>A+</td>
</tr>
</tbody>
</table>

COURSE POLICIES

Attendance:
I will keep a record of your attendance and expect you to be here every day. Attendance counts for 100 points and 10% of your final grade [See details in Assignment Overview]. Absences are excused for internships, job interviews, University-related activities, and religious observances. Be sure to let me know ahead of time if a class meeting conflicts with any such commitments, and please provide documentation if/when necessary. Absences due to illnesses are excused only with a doctor’s note. Let me know in advance when you can, but please note that unexcused absences, for whatever reason, will factor into your final grade as outlined below. Unexcused absences will impact the contribution portion of your grade.

If you find that a serious health or other problem is affecting your work, please discuss it with me ASAP. If you wait until the end of the semester to reach out, I can’t help you make other arrangements. In addition, be sure to let me know right away if you have a conflict with the scheduled exam times.

If you miss class, you are still responsible for any schedule changes announced. Check ICON and be in touch with a classmate to find out what went on in your absence.

Professionalism:
Students are expected to behave in a professional manner in the classroom and when representing the class in any way. This includes using proper email etiquette, arriving on time, being respectful and attentive, and more. I reserve the right to lower your final grade by up to 5 percent for each instance of unprofessional behavior.
Examples of unprofessional behavior include misusing in-class work time, disrespectful behavior with myself or your classmates, arriving late or leaving class early without good cause, talking or using your electronics during class discussions, etc.

**Late Work & Early Work**
It’s essential that you meet deadlines with no exceptions. I will accept late work only in extreme circumstances. It is important that you communicate with me as soon as possible if you feel you will miss turning in an assignment and provide adequate documentation to prove your given excuse. **Any unexcused late work will lose 10% per day and will not be accepted more than 5 days late.**

**Workload & In-class work time**
The UI College of Liberal Arts guidelines state that each semester hour of class time should entail around two hours per week of outside homework and class preparation for the average student. For example, in our 3 semester hour course, students should expect (on average) 6 additional hours of outside work per week or a total of around 9 hours per course per week if classroom time is included.

Although spending time outside of class is expected and important, we will also reserve time in class toward the end of the semester for working on your final project and major assignments. Students are expected to make the most of this time and come prepared to be productive.

**Collaboration**
Many projects in class are collaborative. Each student on a the team is expected to complete a similar amount of work and to contribute equally to projects. Each student will complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group’s work. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them.

**THE COLLEGE OF LIBERAL ARTS & SCIENCES POLICIES:**
**Administrative Home**
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and other policies. These policies vary by college ([https://clas.uiowa.edu/students/handbook](https://clas.uiowa.edu/students/handbook)).

**Electronic Communication**
Students are responsible for official correspondences sent to their UI email address (uiowa.edu) and must use this address for all communication within UI ([Operations Manual, III.15.2](https://sds.studentlife.uiowa.edu/)).

**Accommodations for Disabilities**
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student should then discuss accommodations with the course instructor ([https://sds.studentlife.uiowa.edu/](https://sds.studentlife.uiowa.edu/)).
Nondiscrimination in the Classroom

UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (diversity.uiowa.edu).

Academic Integrity

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).

CLAS Final Examination Policies

The final exam schedule for each semester is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this final exam information. No exams of any kind are allowed the week before finals (https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies).

Making a Complaint

Students with a complaint should first visit with the instructor or course supervisor and then with the departmental executive officer (DEO), also known as the Chair. Students may then bring the concern to CLAS (https://clas.uiowa.edu/students/handbook/student-rights-responsibilities).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, definitions, and the full University policy, see https://osmrc.uiowa.edu/.

SJMC LEARNING OUTCOMES

The following learning goals and objectives will be reinforced in this course.

1. Law & Ethics Learning Goal

Understand and apply the principles and laws of freedom of speech and press in real space and cyberspace, and demonstrate an understanding of professional ethical principles and their historical development.

✓ Students will demonstrate an ability to anticipate and recognize ethical issues when they arise and to reason through them taking multiple perspectives and contexts into account.

✓ Students will demonstrate an ability to explain their ethical approaches and reasoning about a particular dilemma in terms that can be understood by a diverse group of people.
2. **Media Literacy Learning Goal**
Understand the principles of media literacy and develop the skills necessary to access, analyze, evaluate, and create media messages across multiple media domains.

✓ Students will develop critical thinking skills to analyze and interpret media messages through an understanding of media practices and institutions.

✓ Students will learn how to create and disseminate media messages in various forms.

3. **Writing and Storytelling Learning Goal**
Understand that clear, concise, correct writing is at the heart of journalistic expression and that reporting and communicating it effectively requires a knowledge and achievement of the highest, professionally-accepted standards in all work.

✓ Students will display the ability to access and analyze data, report facts accurately, research and edit information responsibly and in a manner commensurate with professional standards.

4. **Multiculturalism Learning Goal**
To demonstrate an understanding of the diversity of groups (including communities defined by gender, race, ethnicity, age, religion and sexual orientation) in a global society in relationship to communications.

✓ Students will demonstrate an ability to produce media that serve the needs and interests of diverse communities and reflect their voices and experiences.

✓ Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political situations of diverse groups.

5. **Media History Learning Goal**
Understand the history of media in the context of industries and identify transformations in audiences, engagement, and business practice over time. Grasp the significance of advances in mass communication technology for cultural production in domestic and global media markets from the printing press to the latest digital platforms. Trace the production of cultural meanings across historical periods as well as connections between business models and news consumption.

✓ Students will demonstrate knowledge of technological innovations in print and electronic communication and their impact on media publishing industries for mass audiences, showing an awareness of their distinct political, social, and economic contexts and uses.

**ASSIGNMENT OVERVIEW**
Please see ICON for supplemental materials and examples to help you better understand expectations and to do your best work.

The course will consist of a mix of individual and group assignments.

For individual assignments, students will have tests (1), pop quizzes (4), attendance, participation, and a short presentation to the class about a current event or article (1). They will also have an end-of-course assessment by their group.

For group assignments, students will prepare a client audit document (1), prepare and send an email to the client (1), produce status update documents (2), an ad plan document (1), and present a final presentation to the class and client (1).
# INDIVIDUAL ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Details</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Unit 1 Test</td>
<td>The test will contain questions from both the readings and in-class lectures, reviewing the core concepts from Unit 1. Students must be present on the day of the test in order to take it.</td>
<td>100</td>
</tr>
<tr>
<td>Social news presentation</td>
<td>Each student will be required on a set day to bring 1 current event (published within 60 days) related to social media to class. They will present to the class in a 2-5 minute presentation and answer questions from the class.</td>
<td>25</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Class participation includes asking questions during Social Media in the News presentations (at least 2x per semester), providing at least 3 questions for our guest speaker on ICON and/or asking questions of our guest speaker when they are here and engaging with class activities.</td>
<td>50</td>
</tr>
<tr>
<td>Pop Quizzes</td>
<td>This course will contain 4 pop quizzes given during unit 2 &amp; 3. They will be unannounced and given at my direction. Quizzes will contain questions from both the readings and in-class lectures. Students must be present on the day of the quiz in order to take it.</td>
<td>40</td>
</tr>
<tr>
<td>Attendance</td>
<td>Attendance represents 100 points towards your final grade. For every unexcused absence, your score will drop by 10 points. If you have 2 unexcused absences, you get 80 of those points; if they have 3 unexcused absences they get 70 of those points. If you have 4 unexcused absences, they get 50 points. Anything more than 4 unexcused absences and they lose the entire 100 points.</td>
<td>100</td>
</tr>
<tr>
<td>Team Evaluations</td>
<td>At the end of the course, students will be asked to review themselves and their individual group team members for overall participation with a total grade of 50 points based on your teams response to your participation. Final grade averages will be determined by me on this assignment.</td>
<td>50</td>
</tr>
</tbody>
</table>

# GROUP ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Details</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client audit</td>
<td>A group audit of your client's current social media presence and a competitive analysis that will be emailed to the client.</td>
<td>120</td>
</tr>
<tr>
<td>Email to client</td>
<td>Upon completion and feedback of the client audit, your group will prepare an email to send to your client with your audit attached.</td>
<td>25</td>
</tr>
<tr>
<td>Status Updates</td>
<td>Your group will provide two status update to me during the class. A template will be provided.</td>
<td>50</td>
</tr>
<tr>
<td>Campaign Content Presentation</td>
<td>A group presentation to the class of a recommended campaign funnel for your client including content and audiences.</td>
<td>120</td>
</tr>
</tbody>
</table>
ASSIGNMENT DETAILS

Individual Assignments

**Social Media In the News Presentation**  
*1 per semester, 25 points total*

Each student will be required on a set day to bring 2 current events (published within 60 days) related to social media to class. They will present for 2-5 minutes to the class:

- An overview of the event/article/update
- Their own thoughts/opinions on it and the potential impact

2 questions will be asked by the class of the student regarding the piece that they must also be prepared to answer.

Though only presenting 1 of the 2 articles, students must be prepared with 2 in case the other presentation that day overlaps with what they have picked.

Group Assignments

**Client Audit**  
*1 per semester, 120 points total*

Understanding the current social media and digital landscape your client exists in is an important first step in creating a solid strategy. Students will analyze the client’s data exports from Facebook, identify competitors, establish benchmarks, recommend opportunities and set goals to keep in mind throughout the course.

This group audit of your client’s current social media presence and a competitive analysis must include:

- Analysis and comparison of 3 competitors
- Current social presence analysis (in a table format)
- Current audience breakdown
- 3 top content pieces identified
- 3 opportunities identified

*Additional details available on ICON.*

**Email to Client**  
*1 per semester, 25 points total*

Client communications are imperative to a successful client relationship. Groups will be drafting and
sending an email to clients upon completion and feedback on the social media audit. A draft will be due on ICON and once approved, a member of the team will be required to send the email and CC the group and myself.

Email Outline:
- Intro - What did you do?
- 1 interesting takeaway - What did you find?
- Next steps - What is coming next? Expectation setting
- Closing + Professional email signature

Additional details available on ICON.

**Status Updates** 2 per semester, 50 points total
A status update is another communications tool to set clear expectations for the client and communicate deadlines.

During the two work sessions, the professor will spend “15 minutes with each group to review a status update. This is meant to represent a situation similar to a real-life client check in and students are expected to be prepared to discuss their progress at this time. The discussion will include:

- What is working in terms of group collaboration
- What could use improvement in terms of group collaboration
- What have you learned in class and about your client
- What puzzles you still
- What are you working on next

In addition to this brief discussion, the group will be required to have a printed copy of a status report ready for the professor when she visits your group. This should be filled in collaboratively so that anyone in the group could answer questions about it.

Additional details available in ICON.

**Campaign Content** 1 per semester, 120 points total
Social media content is continually evolving going from basic static images and 90 character ad copy 10 years ago to now a wide range of video / content offerings across multiple platforms and countless ad copy strategies for conversion.

Students will work together to create a group presentation of a recommended campaign funnel for your client. This will include:
- A 3-stage campaign funnel (as reviewed in class)
- 2 content pieces per funnel stage including:
Students should be prepared to answer questions about their content choices, funnel structure, and audience. This presentation will be given to the class. The group will have 15 mins for their presentation followed by 10 mins of questions from their peers and the professor. Each member of the group should speak for an equal part of the presentation and all students should be prepared to answer questions.

Additional details available in ICON.

Advertisement Plan  
1 per semester, 120 points total
Students will work together to develop and describe a social media advertising plan to help their client meet their goals. This will be submitted in slide format but not presented to the class in person. This should build onto the campaign content assignment and it must include:

- A 3-stage campaign funnel (as reviewed in class and included in the campaign content assignment)
- 2 content pieces per funnel stage including:
  - Simple design concept for the graphic
  - Copywriting for the captions and headline(s)
- Audience overview per stage (as per the campaign content assignment)
- Detailed audience targeting per ad set
- Rationale for the recommendations and strategy

Additional details available in ICON.

Final Presentation  
1 per semester, 200 points total
For the final project, students will collaborate on a group presentation pulling together all concepts from class. This will be delivered to the class as well as the client. It will include a compilation and refinement of the Client Audit, Campaign Content, and Advertising plans as well as other relevant content from class. The presentation must include:

- A short audit review
- Organic SMART goals for social
- Community management recommendations
- A publishing and monitoring software recommendation
- 3-stage campaign funnel review
- Campaign content review
- Paid ad campaign review
- 3 SMART goals for paid campaign
- Benchmarks and budget recommendations for paid campaign
- Conclusion

Each student will be required to speak for approximately equal time during the presentation. The presentation will be 25 minutes long and will be followed by 10 minutes of questions from class peers, the professor, and the client. Everyone in the group should be able and prepared to answer these questions.

COURSE SCHEDULE
This class is formatted into 3 units. The first will help establish a fundamental knowledge of social media marketing. During the second, you will be assigned a group and client to focus on for the duration of the class. We will then learn about campaign strategy and you will begin creating content for your client. In the third, we will develop advertising plans and explore new and more complex tactics in social media marketing before a final presentation will be delivered to your client.

Details are as follows:

<table>
<thead>
<tr>
<th>Unit 1: Social Media 101</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Assignments</strong></td>
</tr>
<tr>
<td>● End of Unit Test (Due 1/18)</td>
</tr>
<tr>
<td>● Guest Speaker Questions (In-class 2/6)</td>
</tr>
<tr>
<td><strong>Key Readings</strong></td>
</tr>
<tr>
<td><strong>BAER BOOK EXCERPTS</strong></td>
</tr>
<tr>
<td>Chapter 2: The Two Types of Haters and the DNA of Complaints, full chapter</td>
</tr>
<tr>
<td>Chapter 4: Customer Service is a Spectator Sport, pages 88 - 95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class # and Date</th>
<th>Class Focus</th>
<th>Goals/Objectives</th>
<th>Assignments/Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 (1/14)</td>
<td>Syllabus and Class Overview</td>
<td>● Review the class goals, objectives, and key assignments as well as policies</td>
<td>Beginning of class assessment (not graded)</td>
</tr>
<tr>
<td>Class 2 (1/16)</td>
<td>History and Impact of Social Media</td>
<td>● Understand the foundations of social media, where the platforms we use today started, and what the impact has been since its founding.</td>
<td>Due 1/18 on ICON: ● Guest speaker questions due</td>
</tr>
</tbody>
</table>
| Class 3 (1/21)   | Guest Speaker | ● Gain perspective on how social media has evolved  
● Understand social media’s importance and impact for businesses today | Course Objectives:  
Impact of social media on society/business  
SJMC Learning Outcomes:  
Students will demonstrate knowledge of technological innovations in print and electronic communication...  
Course Objectives:  
Impact of social media on society/business  
The importance of good social media practices  
SJMC Learning Outcomes:  
Students will demonstrate knowledge of technological innovations in print and electronic communication... |

| Class 4 (1/23) | Platforms | ● Learn about the 4 key platforms (Facebook, Instagram, Twitter, LinkedIn) including: ○ Overview ○ Best use cases ○ Unique features | **Course Objectives:**  
4 core social platforms and their differences, pros, cons  

**SJMC Learning Outcomes:**  
Students will learn how to create and disseminate media messages in various forms.  

**Read prior to 1/23 class:**  
● Hutchison article  
● Swan article |
| --- | --- | --- | --- |
| Class 5 (1/28) | Post Types (in class activity) | ● Collaboratively learn about the different post types across platforms, their best use cases, and some examples.  

**Course Objectives:**  
4 core social platforms and their differences, pros, cons |
| Class 6 (1/30) | Organic Content and Community Management | ● Understand the difference between organic and paid content for companies  
● Review best practices for social community management and how to handle negative interactions from customers  

**Course Objectives:**  
The importance of good social media practices  

**SJMC Learning Outcomes:**  
Students will develop critical thinking skills to analyze and interpret media messages...  

Students will learn how to create and disseminate media...  

**Read prior to 1/28 class:**  
● All Baer book excerpts |
| Class 7 (2/4) | Audience Identification | ● Social listening  
● Persona establishment  
● Human piece of audience identification  
● Who are they/what are they feeling/what are they doing  

**Course Objectives:**  
The importance of good social media practices  

**SJMC Learning Outcomes:**  
Students will develop critical thinking skills to analyze and interpret media messages...  
Students will demonstrate an ability to produce media that serve the needs and interests... |
| --- | --- | --- |
| Class 8 (2/6) | Test Day + Client 101 | ● Review best practices for professional communication with clients.  
● Review the status report, its purpose and how to use the template provided for future classes  

End of Unit Test |

### Unit 2: Campaign Strategy

| Key Assignments |  
| --- | --- | ---  
| ● Client Audit (Due 3/1)  
● Status Update 1 (Due 3/4)  
● Client Email (Due 3/8)  
● Campaign Content (Due 3/11 and 3/13) |

| Key Readings |  
| --- | ---  


**VAYNERCHUK BOOK EXCERPTS**
Round 1 - The Setup (pages 1 - 14)
Round 2 - The Characteristics of Great Content and Compelling Stories (pages 15 - 28)

<table>
<thead>
<tr>
<th>Class # and Date</th>
<th>Class Focus</th>
<th>Goals/Objectives</th>
<th>Assignments/Readings</th>
</tr>
</thead>
</table>
| Class 2 (2/11)   | Clients Visit Class | ● Learn about who the 4 client options for class are including: ○ Their business overview ○ Their goals ○ Their social media today | Be prepared to ask questions/take notes  
Submit client preference on ICON by 2/12 |
| Class 3 (2/13)   | Goal Setting and Types of Campaigns | ● Explore SMART goals and how to set them  
● Review social media campaign options and goals | Read prior to 2/13 class:  
● Handrick article |
| Class 4 (2/18)   | Audit + Competitive Analysis | ● Learn the purpose of social media audits and competitive analysis  
● Review the fundamental parts of both  
● Explore tactics for gathering and reporting information for both |  
Course Objectives:  
Learn about social media analysis via a client audit |
| Class 5 (2/20) | Social Media Scheduling & Monitoring Tools (in class activity) | **SJMC Learning Outcomes:**
Students will display the ability to access and analyze data, report facts accurately, research...

- Collaboratively learn about the different scheduling and monitoring tools available and pros/cons for each

**Course Objectives:**
The importance of good social media management practices |

| Class 6 (2/25) | Campaign Stage Structure and Marketing Funnels | **Course Objectives:**
Learn the fundamental stages of developing a social media campaign strategy

- This class will cover the following core elements to social media marketing and how they work together:
  - Campaign Planning Stages
  - Marketing Funnel
  - Customer Journeys

**SJMC Learning Outcomes:**
Students will learn how to create and disseminate media messages...

**Course Objectives:**
Learn the fundamental stages of developing a social media campaign strategy

| Class 7 (2/27) | Campaign Content | **Read prior to 2/25 class:**
- All Vaynerchuk excerpts

- Review what a social and marketing campaign consists of
- Review campaign content basics including:
  - Copywriting
  - Design (basic)
  - Headlines
  - Best practices
  - Testing

**Course Objectives:**
Learn the fundamental stages of developing a social media campaign strategy

**Read prior to 2/27 class:**
- Lee article
- Sailer article

**Due 3/1 on ICON:**
- Client Audit |
<table>
<thead>
<tr>
<th>Class 8 (3/4) (3/5)</th>
<th>Working Session + Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJMC Learning Outcomes:</td>
<td></td>
</tr>
<tr>
<td>Students will learn how to create and disseminate media messages...</td>
<td></td>
</tr>
<tr>
<td>This class will provide time to work on your campaign content presentation.</td>
<td></td>
</tr>
<tr>
<td>I will also be visiting with each group for a short amount of time to get a status update from you on your client and projects.</td>
<td></td>
</tr>
<tr>
<td>Due 3/4 in class:</td>
<td></td>
</tr>
<tr>
<td>● Status update 1</td>
<td></td>
</tr>
<tr>
<td>Presentation slots assigned</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 9 (3/6) (3/7)</th>
<th>Paid Content Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Objectives:</td>
<td></td>
</tr>
<tr>
<td>Learn the fundamental stages of developing a social media campaign strategy</td>
<td></td>
</tr>
<tr>
<td>Understanding of advertising options</td>
<td></td>
</tr>
<tr>
<td>Ethical and effective targeting practices</td>
<td></td>
</tr>
<tr>
<td>SJMC Learning Outcomes:</td>
<td></td>
</tr>
<tr>
<td>Students will learn how to create and disseminate media messages ...</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate an ability to anticipate and recognize ethical issues...</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate an ability to explain their ethical approaches and reasoning...</td>
<td></td>
</tr>
<tr>
<td>Due 3/8 via email:</td>
<td></td>
</tr>
<tr>
<td>● Client email cc'ing me</td>
<td></td>
</tr>
<tr>
<td>Feedback will be provided by 3/6 for your review &amp; edits before sending email</td>
<td></td>
</tr>
</tbody>
</table>
| Class 10 (3/11) (3/12) | In-Class Campaign Content Presentations Day 1 | Each group will present their Campaign Content Assignment. The structure of the presentation will be:  
15 mins per presentation  
10 mins of questions | Due 3/11 in class:  
● 3 groups will present Campaign Content |
|---|---|---|---|
| Class 11 (3/13) | In-Class Campaign Content Presentations Day 2 | Each group will present their Campaign Content Assignment. The structure of the presentation will be:  
15 mins per presentation  
10 mins of questions | Due 3/13 in class:  
● 3 groups will present Campaign Content |

## Unit 3: Campaign Structure & Promotion

### Key Assignments
- Ad Plan (Due 4/12)
- Status update 2 (Due 4/22)
- Final Presentation (Due 4/29 and 5/1)

### Key Readings


**KERPEN BOOK EXCERPTS**

**Chapter 16**: Admin When You Screw Up, and Then Leverage Your Mistakes (page 197 - 206)

<table>
<thead>
<tr>
<th>Class # and Date</th>
<th>Class Focus</th>
<th>Goals/Objectives</th>
<th>Assignments/Readings</th>
</tr>
</thead>
</table>
| SPRING BREAK 3/17 - 3/23 | Ad Types Per Platform and Ad Setup | ● Learn about the ad types per platform and how to set them up | **Course Objectives:** 
Advertising options for 4 core social platforms |
<table>
<thead>
<tr>
<th>Class</th>
<th>Date(s)</th>
<th>Session Title</th>
<th>Course Objectives</th>
<th>SJMC Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2 (3/27) (3/28)</td>
<td>Paid Targeting</td>
<td>● Learn about the different targeting options per platform</td>
<td>SJMC Learning Outcomes: Students will learn how to create and disseminate media messages...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students will demonstrate an ability to anticipate and recognize ethical issues...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students will demonstrate an ability to explain their ethical approaches and reasoning...</td>
</tr>
<tr>
<td>Class 3 (4/1) (4/2)</td>
<td>Tracking Metrics and Reporting Performance Tracking/reporting/kpis</td>
<td>● Learn key definitions  ● Learn ways to track goals and metrics from social media  ● Explore reporting cadence  ● Review the marketing funnel and how to tie in reporting</td>
<td>Course Objectives: Tracking and reporting paid social campaigns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SJMC Learning Outcomes: Students will display the ability to access and analyze data, report facts accurately...</td>
<td></td>
</tr>
<tr>
<td>Class 4 (4/3) (4/4)</td>
<td>Budgeting/Projections (in-class)</td>
<td>● Review what setting social media projections entails and how it is used  ● Learn about how projections affect...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 5 (4/8) (4/9)</td>
<td>Cultural Awareness in Advertising and Ad Evolution Over Time</td>
<td><strong>Course Objectives:</strong> How to set paid promotion projects on and budgets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explore how cultural trends shift advertising over the long- and short-term</td>
<td><strong>SJMC Learning Outcomes:</strong> Students will demonstrate knowledge of technological innovations...</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review ads over the years and how that has impacted social media</td>
<td>Students will demonstrate an ability to anticipate and recognize ethical issues ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collaboratively learn about finding and setting benchmarks</td>
<td>Students will demonstrate an ability to explain their ethical approaches and reasoning...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 6 (4/10) (4/11)</th>
<th>Crisis Planning / Response Matrix / Community Guidelines</th>
<th><strong>Course Objectives:</strong> The importance of good social media management practices The impact of social media on society/business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Learn about crisis planning and how to develop one</td>
<td><strong>SJMC Learning Outcomes:</strong> Students will demonstrate an ability to anticipate and recognize ethical issues ...</td>
</tr>
<tr>
<td></td>
<td>• Explore a response matrix and how to build one</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review what the purpose of community guidelines is and when they are useful</td>
<td></td>
</tr>
<tr>
<td>Due 4/12 on ICON:</td>
<td>• Ad Plan</td>
<td><strong>Read prior to 4/10 class:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 7 (4/15) (4/16)</th>
<th>Conversational marketing /</th>
<th><strong>Course Objectives:</strong> Explore the following social media tactics, how to use them, and</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>
| Class 8 (4/17) (4/18) | Alternative Channels | **Contests / Influencers**
pros/cons:
- Messenger marketing/conversational marketing
- Contests
- Influencers

| Class 9 (4/22) (4/23) | Working Session + Status Update | Explore other social media channels, emerging channels, and discuss how they may impact the future of social media.

| Class 10 (4/24) (4/25) | Video | **Course Objectives:**
Impact of social media on society/business

**SJMC Learning Outcomes:**
Students will demonstrate knowledge of technological innovations...

| Class 11 (4/29) | Client Presentations | The final presentations will be presented to the class as well as the client. They will be as follows:

- 25-minute presentation
- 10 minutes for questions

**Course Objectives:**
Successfully present a complete and thorough presentation to client

| Class 12 (5/1) | Client Presentations | The final presentations will be presented to the class as well as the client. They will be as follows:

**Due 4/22 in class:**
- Status update 2

**Presentation slots assigned**

**Due 4/29 in class:**
- 3 groups will present final presentations

**Due 5/1 in class:**
- 3 groups will present final presentations
<table>
<thead>
<tr>
<th>Course Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successfully present a complete and thorough presentation to client</td>
</tr>
</tbody>
</table>