Social Media Marketing

JMC:3530:0001 Spring 2020
TuTh 2:00-3:15 PM BCSC 201

Instructor: Laura Kivlighan (she, her)
Email: laura-kivlighan@uiowa.edu
Course Website: icon.uiowa.edu
Drop-In Hours: 1-2pm TuTh at Sculpt (105 E College Street) or by appointment
Slack Channel: https://bit.ly/389k9uX (student registration required)

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.

Course Overview

Social Media Marketing is an ever-changing field that seems only to 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 what we learn into action helping real clients achieve their goals. Students will learn the history of social media, social media best practices, and strategies for content and campaign implementation. This class will be a combination of lecture, discussion, readings, and client work.

SJMC Learning Goals

This course contributes to fulfilling the learning goals of the SJMC Assessment Plan. Students may find the plan here: https://clas.uiowa.edu/sjmc/undergraduate-programs/sjmc-assessment-plan.

Specifically, this course reinforces the learning objectives outlined in the Media Industries and Culture Learning Goal of the Assessment plan. These objectives include:

Learning Objective 1. 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.

Learning Objective 2. Students will demonstrate knowledge of media cultures, particularly the construction of meaning through methods and devices such as media framing.

Learning Objective 3. Students will demonstrate an ability to analyze media texts by way of contexts and analogy.
This course also contains learning goals and objectives specific to course material. These include:

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
     - The importance of good social media management practices

2. **Social Media Content 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
     - Audience identification
     - Organic content strategy
     - The customer/marketing funnel

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

**Course Materials**

Course readings will be posted on the course ICON website. Copies of the book readings will also be available at the resource center (Room E350 Adler Journalism Building).

**Course Requirements**

Students are expected to attend classes, contribute to class discussion, complete all required readings and exams, and submit assignments on time. Students are expected to behave in a professional manner in the classroom and when representing the class in any way.
Late assignments and excessive absences will result in lower grades. I reserve the right to deduct points from your final grade for unprofessional behavior, including excessive tardiness, or lack of attention due to excessive phone use.

**Grading (Points out of 1000)**

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**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.

**Assignments**

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.
Course Expectations Workload

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 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.

College of Liberal Arts and Sciences

Information for Undergraduates

Absences and Attendance

Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing their course absence policies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, unavoidable circumstances, or University authorized activities (https://clas.uiowa.edu/students/handbook/attendance-absences). Students may use this absence form to aid communication; the instructor will decide if the absence is excused or unexcused (https://clas.uiowa.edu/sites/default/files/ABSENCE%20EXPLANATION%20FORM2019.pdf).

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).
**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 is then responsible for discussing specific accommodations with the instructor. More information is at https://sds.studentlife.uiowa.edu/.

**Administrative Home of the Course**

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 related policies. Other colleges may have different policies. CLAS policies may be found here: https://clas.uiowa.edu/students/handbook.

**Communication and the Required Use of UI Email**

Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

**Complaints**

Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences. For more information, see https://clas.uiowa.edu/students/handbook/student-rights-responsibilities.

**Final Examination Policies**

The final exam schedule 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 information. No exams of any kind are allowed the week before finals. Visit https://registrar.uiowa.edu/final-examination-scheduling-policies.

**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).

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, please see https://osmrc.uiowa.edu/.

ASSIGNMENT DETAILS

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

Assignment Overview

Group Deliverables [Client Work]

1. **Client Audit**: Students will analyze their chosen client’s information and set goals to keep in mind throughout the course. Details below. (120 points / 12%)
2. **Status Update**: One status update will be sent to each client to report on the status of their final work. A template will be provided. (25 points / 3%)
3. **Email to Client**: Students will send one email to the client including their initial client audit report and the status update on progress towards the content plan, ad plan and final presentation. Details below. (20 points / 2%)
4. **Social Media Content Plan**: A group presentation (powerpoint) of a recommended content strategy, marketing funnel, sample content pieces, and audience details. (120 points / 12%)
5. **Advertisement Plan**: Students will develop and describe a social media advertisement to help their client meet their goals. Details below. (120 points / 12%)
6. **Final Presentation**: A group presentation pulling together all concepts from class will be delivered to the class and the client. (200 points / 20%)

Individual Deliverables

7. **Unit 1 Test**: 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. (100 points / 10%)
8. **Quizzes (7)**: This course will contain 7 take home quizzes after each assigned reading (excluding guest speaker bio). They are required to be completed by 12:00 pm noon before the next class and submitted via ICON. (70 points / 7%)
9. **Social Media In the News**: Each student will be required on a set day to present 1 current event (published within 60 days) related to social media. Students will present in a 2-5 minute presentation and answer questions from the class. (25 points / 3%)

10. **Attendance**: 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 you have 3 unexcused absences you get 70 of those points. If you have 4 unexcused absences, you get 50 points. Anything more than 4 unexcused absences and you lose the entire 100 points. (100 points / 10%)

11. **Class Participation**: 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 engaging with class activities. (50 points / 5%)

12. **Team Evaluations**: 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. (50 points / 5%)

**Group Deliverables [Client Work]**

**Client Audit**

**120 points total (12% of total grade)**

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.

A group audit of your client’s current social media presence and a competitive analysis including:

- Analysis and comparison of 3 competitors
- Current social presence table analysis
- Current audience breakdown
- 3 top content pieces identified
- 3 opportunities identified

*Additional details available on ICON.*

**Email to Client**

**20 points total (2% of total grade)**

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 Update
25 points total (3% of total grade)

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:

- Review completed work
- What questions or deliverables do you still need from the client
- What are you working on next
- What does the timeline for completion look like

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.

Social Media Content Plan
120 points total (12% of total grade)

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.

A group presentation of a recommended content strategy for your client including:

- An overview of the marketing funnel
- A content strategy framework (themes + topics)
- Example content pieces
- Audience detail

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
120 points total (12% of total grade)
Students will work together to develop and describe a social media advertising plan to help clients 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)
- 1 content pieces per funnel stage including:
  - Simple design concept
  - Copywriting for the captions and headline(s)
- Detailed audience targeting per ad set
- Rationale for decisions and strategy

Additional details available in ICON.

Final Presentation
200 points total (20% of total grade)
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
- Content strategy framework
- 3-stage campaign funnel review
- Paid ad campaign review
- 3 SMART goals for the paid campaign
- Benchmarks and budget recommendations for paid campaign
- Ad Plan review
- 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.

*Additional details available in ICON.*

**Individual Deliverables**

**Social Media In the News:**
1 per semester, 25 points total (3% of total grade)

Each student will be required on a set day to present 1 current event (published within 60 days) related to social media to class. Students will present for 2-5 minutes including:

- An overview of the event/article/update
- 2 key takeaways/insights from the article
- Identify its impacts on society/technology (good, bad, indifferent?)
- Be prepared to answer 2 questions asked by the class regarding the piece

*Additional details available in ICON.*

**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</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td>All readings should be completed <em>prior to class</em> on the day they are assigned.</td>
<td>All assignments are due by 5:00 p.m. on the due date unless otherwise specified.</td>
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<tr>
<td><strong>Week</strong></td>
<td><strong>Topic</strong></td>
<td><strong>Readings Due</strong></td>
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<tr>
<td>Week 1</td>
<td>Tu 1/21</td>
<td>Syllabus and Class Overview</td>
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<td>Week 1</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>Th 1/23</td>
<td>History and Impact of Social Media</td>
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<thead>
<tr>
<th>Week 2</th>
<th>Topic</th>
<th>Readings</th>
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</table>
| Tu 1/28 | Platforms the 4 key social media platforms (FB, IG, TW, LI) | **Social Media Today Article:** “Instagram Explains How Its Algorithm Works in New Briefing.”  
**Sprout Social Article:** “How the Facebook algorithm works and ways to outsmart it” |
| Th 1/30 | Post Types + In class activity | |

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<tr>
<th>Week 3</th>
<th>Topic</th>
<th>Readings</th>
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| Tu 2/4  | Organic Content and Community Management | **Hug Your Haters excerpts:**  
**Chapter 2:** The Two Types of Haters and the DNA of Complaints, full chapter  
**Chapter 4:** Customer Service is a Spectator Sport, pages 88 - 95 |
| Th 2/6  | Audience Identification + Social Listening  
Exam Review | |

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<thead>
<tr>
<th>Week 4</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Tu 2/11</td>
<td>Test Review Session</td>
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<td>Th 2/13</td>
<td>Test Day</td>
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### UNIT 2

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<th>Week</th>
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<th>Assignments</th>
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<tr>
<td></td>
<td>Readings Due</td>
<td>Due</td>
<td>Task</td>
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**Readings**
All readings should be completed *prior to class* on the day they are assigned.

**Assignments**
All assignments are due by 5:00 p.m. on the due date unless otherwise specified.
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Tu 2/18</th>
<th>Goal Setting (SMART) and Types of Campaigns</th>
<th>FitSmallBusiness Article: “27 Best SMART Goals Examples for Small Businesses in 2019.”</th>
<th>2/18</th>
<th>Reading Quiz #3 found on ICON</th>
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<tbody>
<tr>
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<td>Client 101</td>
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<td>2/18</td>
<td>Social Media in the News:</td>
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<td>Week 5</td>
<td>Th 2/20</td>
<td>Clients Visit Class</td>
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<td>2/20</td>
<td><em>Be prepared to ask questions/take notes</em></td>
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<td>- Business overview</td>
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<td>- Goals</td>
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<td>- Current social presence</td>
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<td>Week 6</td>
<td>Tu 2/25</td>
<td>Social Media Audit + Competitive Analysis</td>
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<td>2/25</td>
<td>Submit client preference on ICON</td>
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<td>Brand Development</td>
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<td>2/25</td>
<td>Social Media in the News:</td>
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<td>- TBD</td>
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<tr>
<td>Week 6</td>
<td>Th 2/27</td>
<td>Social Media Scheduling &amp; Monitoring Tools</td>
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<td>Social Media in the News:</td>
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| Week 7 | Tu 3/3  | Campaign Stage Structure and Marketing Funnels | **Jab Jab Right Hook Excerpts:**  
*Round 1: The Setup (pages 1 - 14)*  
*Round 2: The Characteristics of Great Content and Compelling Stories (pages 15 - 28)* | 3/3  | Reading Quiz #4 found on ICON |
|        |         |                                             |                                                                             | 3/3  | Social Media in the News:     |
|        |         |                                             |                                                                             |      | - TBD                          |
|        |         |                                             |                                                                             |      | - TBD                          |
| Week 7 | Th 3/5  | Content Framework Class Activity            |                                                                             | 3/5  | Campaign Content presentation slots assigned |
|        |         | Working Session for Client Audit            |                                                                             |      | Social Media in the News:     |
|        |         |                                             |                                                                             |      | - TBD                          |
|        |         |                                             |                                                                             |      | - TBD                          |
| Week 8 | Tu 3/10 | Campaign Content & Copywriting Formulas     | **Buffer Article:** “If Don Draper Tweeted:” | 3/10 | Client Audit Due |
|        |         |                                             |                                                                             | 3/10 | Reading Quiz #5               |

Social Media in the News:
- TBD
- TBD
In class writing assignment

The 27 Copywriting Formulas That Will Drive Clicks and Engagement on Social Media.”


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<td>3/10</td>
<td>Social Media in the News:</td>
<td>- TBD - TBD</td>
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**Week 8**

**Th 3/12**

- Paid Content Tactics Working session

**3/12**

- Client Email + Status Update
  Feedback will be provided 3/21 for your review & edits before sending email. Email will be sent in class.

Social Media in the News:
- TBD
- TBD

**Week 9**

- **S**PRING BREAK - NO CLASS

**Week 10**

**Tu 3/24**

- In-Class Campaign Content Presentations Day 1

**3/24**

- Social Media Content Plan Presentation

**Week 10**

**Th 3/26**

- In-Class Campaign Content Presentations Day 2

**3/26**

- Social Media Content Plan Presentation

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**UNIT 3**

**Readings**

All readings should be completed prior to class on the day they are assigned.

**Assignments**

All assignments are due by 5:00 p.m. on the due date unless otherwise specified.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Due</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 11</td>
<td>Ad Types Per Platform</td>
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<td>3/31 to 4/2</td>
<td>3/31</td>
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Assignment: Mindfully use social media this week

Social Media in the News:
- TBD
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Paid Targeting + Ad Set Up</th>
<th>4/2</th>
<th>Social Media in the News:</th>
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<tbody>
<tr>
<td>Th 4/2</td>
<td>Discuss social media usage from past week</td>
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<td>- TBD</td>
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<td>- TBD</td>
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<tr>
<td>Week 12</td>
<td>Tracking Metrics and Reporting and Budgeting</td>
<td>4/7</td>
<td>Reading Quiz #6 found on ICON</td>
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<tr>
<td>Tu 4/7</td>
<td>In class budgeting activity</td>
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<td></td>
<td>Adspresso by Hootsuite Article: “How Much Will Your Next Facebook Ad Campaign Cost? (Contains a Free ad Budget Calculator).”</td>
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<tr>
<td>Week 12</td>
<td>Cultural Awareness in Advertising and Ad Evolution Over Time</td>
<td>4/9</td>
<td>Social Media in the News:</td>
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<tr>
<td>Week 13</td>
<td>Crisis Planning / Response Matrix / Community Guidelines</td>
<td>4/14</td>
<td>Reading Quiz #7 found on ICON</td>
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<tr>
<td>Tu 4/14</td>
<td>Likeable Social Media excerpt: Chapter 16: Admit When You Screw Up, and Then Leverage Your Mistakes (page 197 - 206)</td>
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<tr>
<td>Week 13</td>
<td>Alternative Channels + in class activity</td>
<td>4/16</td>
<td>Ad Plan</td>
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<tr>
<td>Week 14</td>
<td>Conversational marketing / Contests / Influencers</td>
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<tr>
<td>Week 15</td>
<td>Billion Dollar Bully Documentary</td>
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<td>Week 15</td>
<td>Working Session</td>
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<td>Tu 4/28</td>
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<td>Come prepared with questions on your final project</td>
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<td>Week 16</td>
<td>Working Session</td>
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<td>Th 4/30</td>
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<td>Come prepared with questions on your final project</td>
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<td>Week 16</td>
<td>Client Presentations</td>
<td>5/5</td>
<td>Final Presentation</td>
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<td>Tu 5/5</td>
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<td>2 Clients:</td>
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<td>5/7</td>
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<td>Clients will be in class</td>
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