

COURSE SYLLABUS

Social Media Marketing

Course code: MKT 259

Term and year: Fall 2023

Day and time: Thursdays 8:15-11:00

Instructor: Jeff Medeiros, MBA Information Systems, BSc Marketing/Finance; Co-Founder, Keastone, Inc. IRIIS, a Software-as-a-Service Cloud Offering

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Consultation hours: Immediately following the class or as scheduled

Credits US/ECTS	3/6	Level	Advanced
Length	4 weeks	Pre-requisite	MKT 248
Contact hours	42 hours	Course type	Bachelor Elective

1. Course Description

Social media has helped give consumers a voice, connect them with their friends and other like-minded consumers, and given them considerable power over marketers and brands. This course offers an overview of how marketing has (and has not) changed due to the rise of social media. It will equip students with the relevant knowledge, perspectives, and practical skills required to develop marketing strategies that leverage the opportunities inherent in social media and consumer-to-consumer social interactions for achieving business and marketing goals. The emphasis of this course is on understanding consumers' social interactions, the various social media channels available to marketers, how to build social marketing strategies, and how to track their effectiveness. Also, since social media is heavily technology-driven, we will cover relevant aspects of digital marketing more broadly, as well as emerging topics in electronic commerce, mobile marketing, and social media start-ups.

This course will develop students' ability to create, implement, monitor and modify a social media marketing (SMM) campaign and, ultimately, measure its success against target (Key Performance Indicators) KPIs. Intensive skill-building focus on creating, applying, and integrating the appropriate social media tool to enable marketers to build high-value relationships with their target audiences. The course will focus on key skills such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those audiences using relevant social media channels. The course will focus on key elements such as

- a) audience,
- b) campaign objectives,
- c) strategic plan,
- d) tactics,
- e) tools, and
- f) metrics to measure campaign performance.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- i. Describe the impact of digital marketing on targeting and micro-targeting
- ii. Describe the impact of social media channels on the world of digital marketing
- iii. Identify key metrics for measurement and reporting of social media impact
- iv. Create and carry out online social media marketing campaigns, including targeting, measurement, and reporting
- v. Begin to develop the ability to recognize how key metrics and 'Big Data' can help shape strategy in digital/social media marketing
- vi. Understand that social media marketing is a lifelong learning process

3. Reading Material

Required Materials

Butow, E. et al. (2020) *Ultimate Guide to Social Media Marketing*. Entrepreneur Press.

ISBN-13: 9781613084328.

Tuten, Tracy (2021) *Social Media Marketing* 4th Edition. SAGE Publishing.

ISBN-13: 978-1529731989 **ISBN-10:** 1529731984

Recommended Materials

- Barker, M., Barker, D., Bormann, N. and Neher, K. (2012) *'Social Media Marketing: A strategic Approach'*, Cengage Learning.
- Ryan, D. and Jones, C. (2012) *'Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation'*, Kogan Page.
- Ryan, D. and Jones, C. (2011) *'The Best Digital Marketing Campaigns in the World: Mastering the Art of Customer Engagement'*, Kogan Page
- Hopkins, J. (2012) *'Go Mobile'*, Wiley.
- Hemann, C. (2013) *'Digital Marketing Analytics'*, Que Publishing.
- Sorger, S. (2013) *'Marketing Analytics: Strategic Models and Metrics'*, CreateSpace Independent Publishing Platform.
- Lord, B. (2013) *'Transforming Business at the Intersection of Marketing & Technology'*, Wiley.
- Morrow, E. (2012) *'Digital Marketing for Everyone: Connect with your customers, grow your business & demystify social media'*, CreateSpace Independent Publishing Platform.

4. Teaching methodology

The teaching method is that the high-level concepts of a topic are introduced in a context in which the students would expect to see and experience them in their future profession.

The topic elements, which include the new vocabulary and concepts necessary for communicating with various SMM subject matter experts, come from formal textbooks, case studies and the most current innovations not available in published form. This broad research base is the same as business students will be required to use when they enter the workforce.

This new 'toolbox' of words and concepts will be applied to specific activities in the form of a semester project. This ACT of applying data, information, and skills to a case or a practical exercise creates an indelible mark in the student's memory as an experience to be recalled and applied again and again in the future.

5. Course Schedule

Date	Class Agenda
Session 1 31 st August	<p>Topic: Ch 1 The Power of Social Media and Selling to Consumers 101</p> <p>Description: Introduction to the course structure and what to expect – the dual nature of the course: 1) LEARNING critical elements of SMM AND 2) Actively APPLYING learnings to a Semester Project. 1st session includes a Marketing to Consumers, Branding and Storytelling Primer (overview from previous Marketing Courses) – to prepare to dive deeper into the specific aspects of Social Media Marketing (SMM).</p> <p>Reading: Chapters 1 and 2 and eCommerce Slides 'Selling to Consumers'</p> <p>Assignments/deadlines: Join AA SMM Slack Workgroup and Watch Slack Video</p>
Session 2 7 th September	<p>Topic: eCommerce Concepts, Marketing and Digital Media Marketing (DMM) Overview and Project Introduction</p> <p>Description: Further discussion of online marketing concepts and case discussion on how traditional businesses utilize SMM platforms to expand strategic options and tactics, including Search Engine Optimization (SEO)</p> <p>Reading: Chap 2 - Understanding Social Networks and Chap 3 - The Roles of Social Media</p> <p>Assignments/deadlines: Begin to consider an idea to create an online presence for an existing or new brand in which to leverage course topics.</p>
Session 3 14 th September	<p>Topic: SMM Marketing Strategy, Ch 2 - Understanding Social Networks and Ch 3 - The Roles of Social Media</p> <p>Description: Introduction to the role of Social Media Marketing within an organization's overall Marketing Plan/Framework, including the steps involved. In-class activity to begin this process for the topics chosen</p> <p>Reading: Ch - 4 Content Marketing</p> <p>Assignments/deadlines: Complete the SMM Strategic Plan begun during class.</p>
Session 4 21 st September	<p>Topic: Strategic Planning – Step 1: Audit and Ch - 4 Content Marketing</p> <p>Description: In-class introduction and activity to begin the Social Media Audit of the project subject</p> <p>Reading: Ch 5 - Understanding Today's Format Types</p> <p>Assignments/deadlines: Complete the SMM Audit worksheet</p>
28 th September	<p>State Holiday – St. Wenceslas Day</p>
Session 5 5 th October	<p>Topic: Review SMM Audit and Ch - 5 Understanding Today's Format Types</p> <p>Description: Review the observations made in the SMM Audit and Competitive Audit in-class activity</p> <p>Reading: Ch 6 - Creating Images for Social Media</p> <p>Assignments/deadlines: Complete the competitive SMM Audit worksheet.</p>
Session 6 12 th October	<p>Topic: Step 2 Goals and Objective Setting and Ch 6 - Creating Images for Social Media</p> <p>Description: Introduction of Step 2 in the Strategic Planning Process and the art and science of setting Goals and Objectives. In-class activity to begin this process applying a SMART test with KPIs - Key Performance Indicators to monitor performance.</p> <p>Reading: Ch 7 Creating Videos for Social Media</p> <p>Assignments/deadlines: Complete the worksheet to define Goals and Objectives</p>

Session 7 19 th October	<p>Topic: Step 3 Target Audience using Personas and Ch 7 Creating Videos for Social Media</p> <p>Description: Introduction to creating Personas to identify a specific target audience and the Customer Journey using the interview process to identify how prospective customers become customers, including no longer being customers. In-class activity to begin the process of Persona creation.</p> <p>Reading: Ch 8 - Leveraging Chatbots and Automation</p> <p>Assignments/deadlines: Due Monday, 16th. Complete the persona, identify and execute an interview and create a customer journey from the interview.</p>
26 th October	Mid-term Break
Session 8 2 nd November	Mid-term exam. – Covering Chapters 1-8, Course Material Presented and Project Activities
Session 9 9 th November	<p>Topic: Why, When and Where to Advertise and Ch 8 - Leveraging Chatbots and Automation</p> <p>Description: Introduction to the various Social Media platforms and Paid VS Organic posts, Facebook and Instagram and Google Ad Networks. In-class activity to create an SMM plan with tactical goals to collectively achieve overall SMM goals.</p> <p>Reading: Ch 9 - Leveraging Paid Social Media</p> <p>Assignments/deadlines: Complete the SMM calendar first draft, including KPIs.</p>
Session 10 16 th November	<p>Topic: Creating and Managing Content and Ch 9 - Leveraging Paid Social Media</p> <p>Description: Introduction of the critical components of a Social Media Ad and in-class activity to create ads for various platforms supporting the strategic plan.</p> <p>Reading: Ch 10 - Influencer Marketing and Ch 11 - Repurposing and Reusing Social Content</p> <p>Assignments/deadlines: Complete the ads. and post them (following the previously developed calendar – platform/timing/content/anticipated outcome)</p>
Session 11 23 rd November	<p>Topic: Ch 10 - Influencer Marketing and Ch 11 - Repurposing and Reusing Social Content</p> <p>Description: In-class activity to review the peer review of your suggested posts and challenges observed posting the ads from earlier in the day. Modifying posts to improve anticipated performance.</p> <p>Reading: Ch 12 - Building Your Marketing Team</p> <p>Assignments/deadlines: Executing modifications to posts and monitoring performance.</p>
Session 12 30 th November	<p>Topic: Cross-Platform Monitoring Tools, A Day in the Life of a Social Media Manager and Ch 12 - Building Your Marketing Team</p> <p>Description: In-class activity to continue executing calendared activities, monitor performance, and adjust where necessary. Overview of an average day of a Social Media Management professional and an introduction to SMM monitoring tools to leverage and improve all aspects of SMM, from the tactical posting of shared content, monitoring performance against KPIs and getting notifications when thresholds are reached. Doing more with less.</p> <p>Reading: Ch 13 - Measuring Success and Ch 14 - Adapting to a Changing Medium</p> <p>Assignments/deadlines: Continue executing calendared activities, monitoring performance, and adjusting where necessary.</p>

Session 13 7 th December	<p>Topic: Ch 13 - Measuring Success and Ch 14 - Adapting to a Changing Medium</p> <p>Description: Final review of Project Activities and Completion of Deliverables for final submission. Overview of the course objectives and discussion of how they were applied to the project activities, including discussion of what was not covered but relevant to the practical work of a Social Media Management professional.</p> <p>Reading: Review required project deliverables and elements to prepare for peer review of the other projects during the next session.</p> <p>Assignments/deadlines: Prepare the final presentation with video and upload it to NEO by 5 pm the day before the final class.</p>
Session 14 14 th December	<p>Topic: Final Project Presentations</p> <p>Description: Final team presentations and peer review of achievement of project objectives.</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation	42	25%	<p>Ability to read, think, and express ideas analytically, critically and creatively.</p> <p>Ability to ask and answer questions relating to the subject knowledge.</p> <p>Ability to communicate effectively in oral English.</p> <p>Ability to meet deadlines.</p> <p>Ability to identify and summarize key points relating to a topic.</p>	Critical Thinking, Effective Communication and Effective and Responsible Action
Homework and Quizzes	35	25%	<p>Ability to apply class discussion and in-class activities and to be self-driven in the execution and/or follow-up to completion.</p> <p>For quizzes and reading, the ability to independently research and study a topic until the presented material is fully understood. Homework activities require team coordination, workload distribution, collaboration, and project and time management skills.</p>	Critical Thinking, Effective Communication and Effective and Responsible Action
Midterm Exam	33	20%	Demonstration of understanding theories presented, proper contextual use, and communication of knowledge	Critical Thinking, Effective Communication and Effective and

			effectively in written form (business report).	Responsible Action
Final Project and Presentation	40	30%	Ability to recognize when information is needed and to locate, evaluate, and effectively use (including academic citation) that information. Ability to work in a team and demonstrate practical professional presentation skills	Critical Thinking, Effective Communication and Effective and Responsible Action
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Description of the assignment types

Assignment 1:

Assessment breakdown

Assessed area	Percentage
Each activity described in the Assignments/Deadlines above collectively represents what constitutes Class Participation and Homework/Quizzes; most activities will be a combination of In-Class activities to be completed outside of the classroom (Homework).	50% Total - Combined 25% Class participation AND 25% Homework/Quizzes

Assignment 2:

Assessment breakdown

Assessed area	Percentage
The Final Project is a culmination of the Social Media Marketing Strategic plan, which will include the formal Calendar, specific SMM tactical posts, and documentation of their results, along with the final assessment of the project's overall success against stated KPIs – Key Performance Indicators. Although the overall grade will be a team score, the actual score earned by any student will vary based on their demonstrated contribution to the project.	30%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and assignment submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending email to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

- The file name must be structured as follows:
CourseCode_Section_AssignmentNumber_YourLastName. Example:
"MKT259_CW1_Smith.docx". (Section to be added where applicable.)
- For all hard copies submitted, Student Name, Course No. and Assignment No. should be clearly visible on the first page. (Use the SBA Assignment Template provided online.)
- All registered AAU students have complimentary free access to Microsoft 365 Online. Therefore, all students are expected to submit their assignments in the document format stated by their course leader, e.g., using Microsoft Excel, PowerPoint, or Word with the document language set to English and the grammar, punctuation, and spelling having been checked by Microsoft Editor before submission. (Students are also recommended to consider subscribing to the Student edition of Grammarly <https://www.grammarly.com/students>, which provides additional assistance in writing academic English.) Assignments submitted with the text not set to English and/or not checked for grammar, punctuation, and spelling errors will likely be marked down.

Attendance

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,
- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

Use of Artificial Intelligence and Academic Tutoring Center

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above).

AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance.

A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author's work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:

<http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage *	Description
A	95-100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	
C+	77-79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by and when: Jeff Medeiros MBA, 24th June 2023.

Approved by and when:

Chris Shallow MSc, Chair of Department of Marketing, 25th June 2023

Jan Vasenda, Ph.D., Dean of School of Business Administration, 28th August 2023