



**LNDN COMM 3328  
STRATEGIC COMMUNICATION AND SOCIAL MEDIA:  
THEORY AND PRACTICE**

**CAPA LONDON**

Faculty name	:	Dr. Masaki Hidaka
E-mail	:	prf.hidaka@gmail.com
Class times	:	TBD
Classroom location	:	TBD
Office Hours	:	By appointment

**Course Description**

This class combines theoretical analysis, case studies, and hands-on practice to understand and execute traditional and online communications strategies. The course will begin with a literature review of theories and principles relevant to the practice of strategic communication and social media practices including media effects, Internet effects, and uses and gratification theory. Second, cases studies will be utilized to investigate the effectiveness of messaging strategies employed by not-for-profit and commercial organizations as well as individual actors such as businesses, politicians, and influencers. Finally, students will work for a real-world client and their own portfolios to formulate an overarching communication strategy inclusive of recommendations for messaging strategies across all platforms (traditional messaging, website, Facebook, YouTube, Instagram, press releases, e-blasts, and speeches.)

**Course Aims**

By the end of the course, students should have:

- Understand and iterate supporting theory and cases as a foundation for implementing strategic communication strategies
- Engage in critical analysis of literature and cases to recognize trends, shortcomings, and best practices of the field
- Understand the impact of related technologies and messaging on issues such as globalization, politics, and culture
- Understand Internet use in a global perspective and discuss the differences in its development and use outside of the US
- Apply best practices for managing communication channels across multiple mediums
- Produce strategic recommendations for an organization, movement, campaign, or individual based on theory, discussions, and critical analysis
- Acquire necessary writing, production, and presentation skills across a variety of communication mediums

**Learning Outcomes**

By the end of the course students should be able to:

- a) Engage in critical thinking and evaluation;
- b) Master a body of knowledge
- c) Express fluency in theoretical foundation as well as develop hands-on skills

- d) Communicate effectively both in writing and through oral presentations
- e) Work effectively as an individual and in a collaborative setting
- f) Work in a cultural environment different from their home school with foreign clients and engage in cross-cultural communication

## Developmental Outcomes

By the end of this course, students should demonstrate: Responsibility & accountability, independence & collaborative work, goal orientation, self-confidence, resilience, and appreciation of differences.

## Class Methodology

Lectures, discussions, weekly assignments, exam, student presentations, out-of-class field visits.

## Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

## The assigned field component(s) are:

Google Campus visit (more information TBA) and client site visit.

## Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7 1.0
Fail	F	<40	<60	0

## Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation	20%	all	Weekly
Presentation	20%	a,b,c and (d, e, or f)	Week 13
Quizzes and take-home writing assignments	20%	all	Weekly
Midterm writing assignment	20%	all	Week 6
Final assignment	20%	All	Week 14

## Course Requirements:

## **Class participation**

Class participation, broadly defined, is the student's willingness to answer instructor questions, participate in class discussions, and engage with your peers. Discussions about the client as well as workshopping your own material will take place in class every week. **This is a discussion-oriented class. Students who feel uncomfortable speaking in class should reconsider taking this course.**

## **Presentations**

For this term, students will design a social media strategy for a client based in Mayfair. We will discuss their social media presence as a case throughout the class and spend one class collaborating on a Powerpoint presentation. More details will be provided on week five.

## **In-class and take-home writing assignments**

Students will either have an in-class quiz on the readings or a take-home writing assignment that we will go over in class. Specific dates and details are provided on the syllabus.

## **Midterm Assignment**

The midterm will be a take-home review of the material covered in the first half of the course. It is due at 9:30 during class on week six.

## **Final Assignment**

Students will create a communication strategy portfolio for a "client" of their choice (a public figure with a social media presence.) Students will recommend strategies in traditional and social media strategy. Detailed information will be distributed on week six.

## **Dress Code**

N/A

## **Readings and Weekly Academic Calendar:**

Books that must be purchased: (all are available as paperback or Kindle)

Carr, Nicholas (2010) *The Shallows*. New York: Norton

Shirky, Clay (2009) *Here Comes Everybody*. New York: Penguin

Additional readings (all readings are hyperlinks or can be found in "files" in Canvas)

Aaker, Jennifer, et al (2010) "Amplifying Perceptions: How JetBlue Uses Twitter to Drive Engagement and Satisfaction," *Stanford Business School Case Studies*.

<https://www.gsb.stanford.edu/faculty-research/case-studies/amplifying-perceptions-how-jetblue-uses-twitter-drive-engagement>

Anders, Malika (2018) "Man Behind UMBC Twitter Account Also Takes Victory Lap," *New York Times*, 3/17/2018. <https://www.nytimes.com/2018/03/17/sports/ncaabasketball/umbc-twitter.html>

Blackshaw, Pete (2010) "Do We Still Need Websites?" *AdAge*, 8/11/2010.

<http://adage.com/article/cmo-strategy/social-media-marketing-websites/145351/>

Bromwich, Jonah Engel (2018) "How the Parkland Students Got So Good At Social Media," *The New York Times*. 3/7/2018. <https://www.nytimes.com/2018/03/07/us/parkland-students-social-media.html>

Brooks, James (2016) "Do Brands Still Need Websites? Yes, They Do," *Huffington Post*, 3/28/2016. [https://www.huffingtonpost.com/james-g-brooks/do-brands-still-need-webs\\_b\\_9557426.html](https://www.huffingtonpost.com/james-g-brooks/do-brands-still-need-webs_b_9557426.html)

DeMers, Jayson (2014) "Why Knowing Your Audience is the Key to Success," *Forbes*, September 3, 2014. <https://www.forbes.com/sites/jaysondemers/2014/09/03/why-knowing-your-audience-is-the-key-to-success/#2d52a443fb70>

Friend, Tad, (2014) "Hollywood and Vine," *The New Yorker*, 12/15/2014. <https://www.newyorker.com/magazine/2014/12/15/hollywood-vine>

Gavett, Gretchen (2015) "The Essential Guide to Crafting a Work Email," *Harvard Business Review*, 7/24/2015. <https://hbr.org/2015/07/the-essential-guide-to-crafting-a-work-email>

Isaacson, Walter (2014) *The Innovators*. New York: Simon and Schuster

Kosoff, Maya (2018) "Anger and Hope: Why the Parkland Students Are Winning the Social Media War," *Vanity Fair*, 2/20/2018. <https://www.vanityfair.com/news/2018/02/parkland-students-shooting-survivors-social-media>

Kounavina, Polina (2017) "Kylie's Social Media is the Reason Why She is So Successful," *Medium*. 4/7/2017. <https://medium.com/rta902/kylies-social-media-is-the-reason-shes-so-successful-f53489d5636d>

Krischer, Hayley (2017) "With Hair Bows and Chores, YouTube Youth Take on Mean Girls" *The New York Times*, 3/13/17. <https://www.nytimes.com/2017/03/30/fashion/jojo-siwa-boomerang-nickelodeon-nice-girls.html>

Malhotra, Claudia Kubowicz and Arvind Malhotra (2016) "How CEOs Can Leverage Twitter," *MIT Sloan Management Review*. 12/15/2016. <https://sloanreview.mit.edu/article/how-ceos-can-leverage-twitter/>

Mangold, W. Glynn and David Faulds (2009) "Social Media: The New Hybrid Element of the Promotional Mix," *Business Horizons*, 52:357-365. [https://s3.amazonaws.com/academia.edu.documents/50695258/Social\\_media\\_The\\_new\\_hybrid\\_element\\_of\\_t20161203-18967-tfxa1g.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1525083382&Signature=s3QfZNLFG8%2FkDofCS00RAAMMi6c%3D&response-content-disposition=inline%3B%20filename%3DSocial\\_media\\_The\\_new\\_hybrid\\_element\\_of\\_t.pdf](https://s3.amazonaws.com/academia.edu.documents/50695258/Social_media_The_new_hybrid_element_of_t20161203-18967-tfxa1g.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1525083382&Signature=s3QfZNLFG8%2FkDofCS00RAAMMi6c%3D&response-content-disposition=inline%3B%20filename%3DSocial_media_The_new_hybrid_element_of_t.pdf)

McCoy, Julia (2016) *So You Think You Can Write*. Create Space Publishing Platform

Murray, Janet (2015) "How to Write an Effective Press Release," *The Guardian*, 6/16/2015. <https://www.theguardian.com/small-business-network/2014/jul/14/how-to-write-press-release>

Pozin, Ilya (2011) "Build a Killer Website: 19 Do's and Don'ts," *Inc.com*, 11/21/2011. <https://www.inc.com/ilya-pozin/build-a-killer-website-19-dos-and-donts.html>

Quesenbury, Keith (2016) “Fix Your Social Media Strategy by Taking it Back to Basics,” *Harvard Business Review*, July 25, 2016. <https://hbr.org/2016/07/fix-your-social-media-strategy-by-taking-it-back-to-basics>

Schmitt, Jeff (2013) “10 Keys to Writing a Speech,” *Forbes*, 7/16/2013. <https://www.forbes.com/sites/jeffschmitt/2013/07/16/10-keys-to-writing-a-speech/#415b1a2e4fb7>

Sunstein, Cass (2018) *#Republic: Divided Democracy in the Age of Social Media*. Princeton: Princeton University Press.

Tannen, Deborah (1995) “The Power of Talk: Who Gets Heard and Why,” *Harvard Business Review*. September-November. <https://hbr.org/1995/09/the-power-of-talk-who-gets-heard-and-why>

Wakabayashi, Daisuke (2017) “Inside the Hollywood Home of Social Media’s Stars,” *The New York Times*, 12/30/17. <https://www.nytimes.com/2017/12/30/business/hollywood-apartment-social-media.html>

Weeks, Holly (2005) “The Best Memo You’ll Ever Write,” *Harvard Management and Communication Letter*,” Harvard Business School Publishing, 2005. <http://utepcommunities.pbworks.com/f/Harvard+Business+Memo.pdf>

West, Darrell (2011) “Ten Ways Social Media Can Improve Campaign Engagement,” *Brookings*. June 28, 2011. <https://www.brookings.edu/opinions/ten-ways-social-media-can-improve-campaign-engagement-and-reinvigorate-american-democracy/>

**Week-by-week breakdown of academic calendar**  
(Readings are subject to change at the instructor’s discretion)

WEEK	TOPIC	READINGS	IN CLASS	FOR CLASS
ONE	A brief history of radio, newspapers, TV, and the Internet	Isaacson	n/a AND documentary	n/a
TWO	Networking	Shirky	Quiz AND documentary	Reading only
THREE	Taking out the middle man	Mangold and Faulds	Quiz AND documentary	Reading only
FOUR	The rise of social media: The good and the bad	Readings from Sunstein, Kosoff, Bromwich	Quiz AND documentary	Reading only
FIVE	Pause for reflection: What does this mean?	Carr	Quiz AND Introduction of client	Reading only
SIX	CLIENT	N/A	Discussion of our client’s platforms and needs	MIDTERM ASSIGNMENT
SEVEN		CAPA BREAK	N/A	N/A
EIGHT	Moving on to practice: Starting with the traditional	Weeks, McCoy, Muray, Schmitt	Memos, speeches, press releases AND client (ongoing)	Readings AND writing assignment; there will be a group review of the assignment

NINE	Understanding audiences	Tannen, DeMers	Viewing of TED talk, discussion of audiences AND client (ongoing)	Readings AND identify individual client and audience for final project and class discussion
TEN	Websites, emails, e-blasts	West, Brooks, Blackshaw, Pozin	Case TBD AND client (ongoing)	Readings
ELEVEN	Facebook and Twitter	Quesbury, Malhotra, Aaker et al, Anders	Trump, UMBC, Marjory Stoneman AND client (ongoing)	Readings AND write one Tweet and Facebook post for your portfolio to be presented in class
TWELVE	Instagram and YouTube	Kounavina, Friend, Wakabayashi, Krischer	Kardashians and other YouTube stars AND client (ongoing)	Readings AND create one IG post and develop one YouTube idea for your portfolio to be presented in class
THIRTEEN	Presentation for client	n/a	Create class presentation for client	n/a (DO NOT SKIP THIS CLASS!)
FOURTEEN	Final portfolio due	n/a	PRESENT TO CLIENT	Final portfolio due

## Attendance, Participation & Student Responsibilities

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

**Missing classes for medical reasons:** If you need to miss a class for medical reasons or for a family emergency, **you must send an e-mail** to let the Associate Director of Academic Affairs (ADAA) know at least one hour in advance of your class or meeting at the following e-mail: [excused.absence@capa.org](mailto:excused.absence@capa.org). Note that calling the CAPA Centre (0207 370 7389) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

**Academic Integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. **Plagiarism and cheating will result in dismissal from the program.** See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

**Use of electronic equipment in class:** All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

**Use of Electronic Translators:** In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

**Late Submission:** Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior

to the due date. **Late submission without prior approval will result in a full alpha grade penalty.** In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behaviour during Examinations:** During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.